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ATTITUDES AND GOAL ACCOMPLISHMENTS OF STUDENTS  
IN THE COLLEGE OF HOME ECONOMICS ADVANCED DEGREES PROGRAM  
1964-1966 AND 1973

by

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## CHAPTER I

### INTRODUCTION

Graduate study motivation and preparation have been principal goals of the Advanced Degrees Program in the College of Home Economics at Kansas State University. According to Hoeflin and Hoffman (1966), "All leaders in the home economics profession are aware of the overwhelming demands for additional personnel holding advanced degrees, and that many home economics students who are potential graduate students do not continue their education." Dean Doretta Hoffman and Associate Dean Ruth Hoeflin started the Master's Degree Project in the College of Home Economics at Kansas State University in 1964 as an attempt to partially fill the gap between the supply and demand for home economists with advanced degrees. The title of the program was changed in 1973 to the Advanced Degrees Program to recognize the growing need for home economists with doctorates as well as master's degrees.

New faculty, additional facilities or resources, or special courses were not needed to implement the program. Students invited to join the Master's Degree Project (forerunner of the Advanced Degrees Program) were freshmen, who had completed their first semester and had a 3.3 grade point

average. For sophomores, juniors, and seniors, grade point averages required were 3.2, 3.1, and 3.0, respectively. Later, this was changed to all students with a 3.0 grade point average (on a 4.0=A scale) or better, the minimum grade point average required for admission to graduate school at Kansas State University. With the inception of the Master's Degree Project, before students decided to participate in the program, invitations were sent to eligible students and their parents to attend a luncheon and program for an explanation of the Advanced Degrees Program and its goals. Each student was assigned a graduate faculty member for an adviser to plan undergraduate hours to include the background needed in preparation for graduate study. Because the college has increased in size, graduate faculty no longer are assigned as advisers, but a list of graduate faculty is posted, and students are encouraged to initiate contact with a graduate faculty member in thier area of interest. The project has grown from the initial 28 members to approximately 250 members each year.

Goals of the original program were to: (1) emphasize electives to enrich the student's background for graduate study, (2) provide personal contact and counseling, (3) encourage student members to attend another university sometime during their undergraduate careers or for graduate school, and (4) increase the number of home economists with advanced degrees.



The first objective of this study was to investigate the degree to which the four goals of the original program were accomplished. No previous study in the College of Home Economics at Kansas State University has evaluated the effectiveness and goal accomplishment of the Advanced Degrees Program. Little research was found in the literature regarding motivation for graduate study in home economics. Most of the papers reviewed concerned college environments and other factors affecting students and graduate study, and the need for home economists with advanced degrees. Honors programs and curriculums also were reviewed that stress enrichment and honor academic achievement in undergraduate work. The Advanced Degrees Program, like the honors programs, emphasizes enrichment and academic achievement but also includes parents and members of the graduate faculty to guide and encourage the prospective graduate student.

The second objective was to compare attitude changes, goal accomplishments, and ideas for improvement of the program based on student membership in 1964-1966 and in 1973. Because the initial membership was 28 in 1964, members during 1965 and 1966 were included for an adequate sample to represent the beginning of the project. Members during 1973 were selected because the freshmen during that year recently were graduated (1976), and would have had time to begin graduate study or to join the work force. So, the assumption can be made that the members have finished their undergraduate

careers, and have made some decisions regarding the future.

The Advanced Degrees Program is separate from the Honors Program in the College of Home Economics at Kansas State University, but some students may belong to both. The Honors Program is not entirely an accelerated program, but provides additional depth and challenge for the academically capable home economics student. Opportunities available to Honors Program members include: honors seminars, honors advisers, the possibility of bypassing some elementary courses and attending honors sections of certain courses (Metzger, 1967). By belonging to the Advanced Degrees Program and the Honors Program, the student has the benefit of a more comprehensive undergraduate education and guidance in planning honors experiences that enhance preparation for graduate study.

## CHAPTER II

### REVIEW OF LITERATURE

No other program was found in the literature similar in purpose and goals of the Advanced Degrees Program. Generally, influences and goals of the Advanced Degrees Program were more like honors programs than honor societies or curriculums. The first part of Chapter II pertains to the definition of terms relative to the program. The remainder of the chapter is divided into the three areas in which the literature was categorized: (1) selected honors programs relating to the Advanced Degrees Program, (2) college environments and other factors affecting students and graduate study, and (3) the need for personnel with advanced degrees in home economics.

#### Definition of Terms

Attitude- An "attitude" may be defined as a mental or emotional stance toward a fact or idea that may be based on a frame of reference.

Attitude change- An "attitude change" may be a transformation, alteration, or variation of a mental or emotional stance.

Goal- A "goal" may be an aim or end toward which effort

is directed to achieve. According to Rethlingshafer (1963), "Goals are learned by direct attainment of a satisfactory event or by perceiving that some events would be satisfactory."

Goal accomplishment- "Goal accomplishment" is the completion or attainment of an aim or end.

Motivation- "Motivation" is defined, in the context of the Advanced Degrees Program, as the external influence or incentive encouraging action by prospective graduate students to consider advanced study.

Graduate study- Any advanced study beyond a bachelor's degree.

#### Selected Honors Programs Relating to the Advanced Degrees Program

Ascertaining from the literature, the Advanced Degrees Program at Kansas State University is unique and unprecedented because comparable programs, formal or informal, were not found in a survey of previous research. Honors programs and the Advanced Degrees Program were found to have similar influences, affecting program quality. Literature reviewed in this section concerns influences pertaining to honors programs student members and faculty, and how the influences were relevant to the Advanced Degrees Programs.

Wolosin (1973) surveyed the Honors Division at Indiana University and results showed the division was not supported overwhelmingly by the faculty. Results also

indicated a need for increased flexibility and individualized instruction. Several conclusions were established by Wolosin regarding influences concerning program quality, including: (1) a lack of available information about the Honors Division, (2) a dual set of expectations concerning the function of honors courses, (3) a need for more challenge to students and higher standards for the division, and (4) a need for the Honors Division to be innovative.

The results of Wolosin's (1973) study are pertinent to the Advanced Degrees Program. Variables modifying program quality in the Honors Division possibly affect the Advanced Degrees Program, in a different way, because of the different educational focus of each program. Faculty support is necessary if the Advanced Degrees Program is to fulfill its goals. Flexibility, individual student advising, admission standards, and innovation also are areas of concern for maintaining the Advanced Degrees Program quality. A need to define student and faculty expectations concerning the role of graduate faculty advisers and a need for publicity are important factors relating to program administration of the Advanced Degrees Program.

According to Elmont (1974), increased educational opportunities are needed for all students. Elmont used small, informal, honors seminar groups for discussion and presentation of individual study projects, group discussions, and guest lecturers. She believed more students should

benefit from an informal atmosphere, and questioned the presumption that an average student has nothing to offer an honors seminar. Two goals of education, the development of the individual and student involvement, are at least partially attained in a seminar situation. Elmont believed honors seminars established for all students would help them reach their goals and potential through personal involvement and commitment.

Program standards is the main point of Elmont's (1974) paper. The decision to admit all interested students to a program or limit participation through membership requirements has merits for either criterion. The Advanced Degrees Program has membership requirements to identify potential graduate students. Dropping the requirements to accommodate all interested students could be reviewed. Belonging to the Advanced Degrees Program could motivate a student, who could not have joined otherwise, to work toward graduate study.

Additional effects of honors programs on colleges and universities were observed by Austin (1975). Instead of the 1960's theme of "access" to higher education, "quality" of higher education has been the keynote of the 70's. Honors programs are a substantial step toward educational quality. Austin maintained that an honors program is an opportunity to help attract and keep quality faculty and students of high caliber. This in turn would enhance the

public image of the institution, with the possibility of attracting financial support for needed programs.

Because the Advanced Degrees Program does not include courses or instruction like honors programs, the Advanced Degrees Program likely would not have a major role in attracting faculty and financial support for the College of Home Economics. Prospective students considering majors in home economics would be interested first in faculty and curriculum, with the program appealing to those who also are planning toward graduate school. The Advanced Degrees Program would enhance the public image of the College of Home Economics at Kansas State University because of its innovative approach toward graduate study preparation during undergraduate years.

Several factors influenced students' views in an honors program reported by Baur (1970). The program was arranged for the adviser to have a one-to-one relationship with the honors student, a closer relationship than was possible with non-honors students. Close adviser contact had a positive effect on the honors students' opinions of the advisers. Other factors in the program that were mentioned as having a positive effect were emphasis on personal involvement and professors serving as role models. Undergraduate research had little impact on the majority of honors students, but for the few it did affect, it was important. Women were influenced more than men by undergraduate

research. The term "conversion experience" was used to describe the women's change in educational planning to include graduate study.

As in Baur's study, close adviser contact and personal involvement of students and faculty would influence positively student members of the Advanced Degrees Program. Professors serving as role models and student contact with undergraduate research are additional variables reported in Baur's research which could enhance program quality of the Advanced Degrees Program.

College Environments and Other Factors  
Affecting Students and Graduate Study

The college environment and its effect on student attitudes and output has been studied in depth, but limited research was found concerning how the environment motivates students to prepare for graduate study. Only one study (McChesney, 1974) focused on variables influencing home economics graduates to continue.

Research by McChesney (1974) was based on a survey of a large number of female home economics graduates from 12 Land-Grant Institutions in northeast United States. Participants were surveyed in 1967 and again in 1973. Objectives of McChesney's study were: (1) to determine obstacles to undertaking graduate study, (2) to determine what influences the pursuit of graduate study, (3) to identify factors of undergraduate programs affecting the



graduate program, (4) to ascertain socioeconomic status and educational attainment of friends and relatives pertaining to graduate study, and (5) to learn of career participation, marital status, and status with children of the sample. Of those surveyed in 1973, 46% of the sample began graduate study immediately after graduation. For graduates not continuing, nearly 25% listed homemaking and family responsibilities as the main reason for not pursuing further education. Although the type or degree of undergraduate guidance was not investigated, a significantly higher proportion of those involved with or having completed graduate study experienced undergraduate guidance than respondents postponing or not interested in graduate study. A very influential factor for students taking further study was a need for a graduate degree in their specialization. Approximately 80% and 94% of the graduates involved with graduate studies, in 1967 and 1973 respectively, believed this condition influenced their decision. Faculty influence also was important for those working toward advanced degrees. Long-term life plans to include graduate study were significant ( $p < 0.001$ ) in 1967 and 1973. Nearly 80% and 75% in 1967 and 1973, respectively, of the respondents undertaking advanced studies had graduate study plans included in their life plans. Career aspirations were important for the total sample. For graduates not interested in graduate study, aspirations were absent. Aspirations were present for graduates involved with graduate study. Other

relevant variables studied by McChesney were: educational level of relatives, contact with research and graduate students at the undergraduate level, experience of career-related work as undergraduates, family influence and cooperation, graduate programs available in geographic area, and convenient hours and types of course offerings available. Nearly 50% of the total group had contact with research as undergraduates, whereas few had contact with graduate students. A lack of finances was a major obstacle to overcome in planning advanced degree work. Many graduates who recently had finished school wished to obtain practical work experience before returning for graduate study. McChesney recognized undergraduate guidance pertaining to graduate study and a faculty member's influence toward graduate work had a positive effect on the decision to continue for an advanced degree, so she suggested a formal or informal system of guidance to encourage graduate study participation. Faculty advisers, and related professionals were recommended to assist such a program. McChesney's study revealed factors influencing home economics students to continue toward graduate study without a program in existence similar to the Advanced Degrees Program. Many of the factors mentioned in the results will affect Advanced Degrees Program members' motivation to pursue advanced study, in addition to belonging to the program.

Two studies, Stobaugh (1972) and Thistlethwaite

(1965), examined effects of the college environment on student output and aspirations. Stobaugh (1972) surveyed alumni from the classes of 1965 and 1966 from a small, Christian liberal arts college. No general differences in college experiences were noted between alumni who did or did not attend graduate school, conflicting with McChesney's (1974) results. Different experiences for different types of students, however, were provided by the college environments. Stobaugh found students active socially before and after graduation placed emphasis on liberal social goals and attended the college because of its small size. Students with conservative social goals participated in the formal education process and attended the college because they liked its Christian environment. Breakdown of the total sample showed 74.4% of the males and 62.2% of the females attended graduate school. The college environment has limited effect in changing the student according to evidence from this study. Students who emphasized different factors of the college environment sought different experiences during college and after graduation. According to Stobaugh, these experiences probably reinforced the students' existing beliefs and interests. Interpreting and applying Stobaugh's results to the Advanced Degrees Program, the program only would affect members with existing graduate study goals. This conclusion does not cover Advanced Degrees Program members who were motivated first

by the program and then included advanced study as part of their goals.

Thistlethwaite (1965) based research on a four year follow-up of approximately 2,000 students entering 140 colleges and universities in the Fall of 1959. Students' motivational changes toward graduate training and variables in college environments were studied to determine if a relationship existed between the two. Motivation to seek advanced study was developed in the early college years for men and in later college years among women. All of the subgroups (sex, major, and aptitude level) increased aspirations for higher academic attainment with increased exposure to higher education. Home economics was not separated from other majors. Thistlethwaite established factors favorable toward strengthening students' development to seek advanced training. Some factors were: exposure to excellent instructors or role models in the students' major; a large number of peers aspiring toward graduate study; positive evaluation of students' capabilities by major field instructors; graduate-level courses, honors programs, or participation in research projects as undergraduates; and honors, awards, or social recognition for academic achievement.

The results of Thistlethwaite's (1965) study conflicted with Stobaugh's (1972) conclusions concerning the degree to which the college environment affects student

motivation. This indicates the need for further research into college environments and how they motivate students to continue for graduate education. The factors established by Thistlethwaite as favorable toward influencing students to seek advanced study are relevant to the Advanced Degrees Program. Most of the positive factors found by Thistlethwaite are incorporated into the Advanced Degrees Program, except graduate faculty members act as advisers rather than instructors.

The Report on Higher Education (1971) identified major types of barriers to women in higher education. Relating to the Advanced Degrees Program, ingrained cultural assumptions and inhibitions by men and women alike toward women's roles were found to be major barriers.

Other barriers were identified by the Carnegie Commission on Higher Education Report (1973), which concerned opportunities for women in graduate and professional schools. Home economics was not separated from the various disciplines studied, but was included in "professional fields." In general, the attrition rate for women was higher than for men. Little financial aid, marriage and childbearing, and choice of field where a master's degree was the terminal degree were factors identified as contributing to the women's attrition rate. The Carnegie Commission recommended that positive attitudes by faculty members were needed toward women pursuing graduate study and research.

Additional factors affecting women's accessibility to graduate education were outlined by Swope (1972). Barriers that were listed included: fewer numbers of institutions offering master's or doctorates than bachelor's degrees, distance from home, class schedules and course offerings, and the choice between specialization in one area or in three-four areas.

The Report on Higher Education (1971), the Carnegie Commission on Higher Education Report (1973), and Swope (1972) reviewed barriers which may affect women and graduate study. Many of the factors outside the college environment (family ties, finances, distance between home and school) likely would take precedence over the Advanced Degrees Program in determining graduate study plans. The Advanced Degrees Program might influence changes in cultural assumptions regarding the education of women through positive faculty attitudes and advising with program members.

Feldman (1971) investigated the effect between marital status and graduate study for both men and women. Data showed combining career and homemaking roles appeared to cause stress for many women. Female graduate students usually were single and attending school part-time. Married women largely were denied development of professionalization and commitment through informal social interaction with fellow graduate students, because of the priority of spouses' friends. One conclusion of the study was a conflict existed if a married woman were also a full-time graduate student.

Feldman also stated that the conflict could be reduced between marital and student roles if less emphasis were placed on traditional sex roles.

Agreeing with Feldman's conclusions concerning marital status and graduate study, US Dept. of HEW (Westervelt, 1974) noted parental attitudes and expectations also were important, even for married women, as were spouses' attitudes. Both studies, Feldman (1971) and US Dept. of HEW (Westervelt, 1974), demonstrated a need for counseling married and single female graduate students to help them surmount traditional cultural roles and understand family attitudes and expectations. The Advanced Degrees Program partially fills the need by including parents and/or spouses of prospective members to become acquainted with the program and its purpose. Members may be helped to overcome traditional cultural roles and barriers through counseling with their graduate faculty advisers in the program.

Several studies (Little, 1958; Cross, 1968; Heist, 1962; and Marksberry, 1952) focused on the educational attitudes and aspirations of women. Little (1958) surveyed educational decisions of high school youth in Wisconsin and found a majority of the sample believed a college education was not as important for a woman as for a man. In a summary of several research projects, Cross (1968) observed of the college women studied, a majority believed marriage was a more immediate goal than a career. Interest shifted from

a career to home and family ties as the women progressed through college. Related to Cross' (1968) findings, Heist (1962) interviewed high caliber women from several colleges. Only 1-2% of the young women were committed to a discipline, with marriage reported as the important goal. Earlier research by Marksberry (1952) ranked role positions of marriage, homemaking, and career patterns for five curriculums at the University of Illinois. Results indicated homemaking was an important role for home economics students and that home economics students and alumni perhaps were less career conscious than students in other curriculums, although students in other curriculums also were oriented toward marriage and family roles. Three of the researchers (Little, 1958; Heist, 1962; and Marksberry, 1952) believed the results of their studies were influenced partially by social roles and patterns, concurring with Feldman's (1971) conclusion. Little, Heist, and Marksberry also recommended counseling programs be established to help female students define their social roles. The Advanced Degrees Program could help female students overcome cultural stereotypes through the program's advisers, with the graduate faculty advisers also serving as role models.

Related to social role expectations of college women was the counseling they received. Conflict in choosing a career or homemaker/mother role, or balancing the two may result in slowing the development of either or



both roles. Navin (1972) presented career planning and counseling implications of college women confronted with role and attitude conflicts. Generally, the college woman must understand and accept educational and occupational information and first see herself as a person, with social roles being subordinate. Navin's counseling suggestions pertain to the Advanced Degrees Program because of the adviser's role in helping a program member tailor an educational plan to meet the member's individual needs.

Navin's (1972) comments focused on career counseling, and the profiles of career-oriented women and home/family oriented women. Her profile of career-oriented women followed the profile of female honors students described by Palmer and Wohl (1972) and the profile of graduates with advanced degrees in home economics research by Skipper (1970). Palmer and Wohl (1972) surveyed subjects in honors classes and developed a profile of female participants in honors programs. The participants admitted "high achievement needs and a preference for unconventional, independent behavior." They were "open to experiences and avoided long-range attachments." Related to Palmer and Wohl's study, Skipper (1970) surveyed graduates with advanced home economics degrees from Florida State University 1947-1969. Several characteristics were outlined concerning the "typical" graduate. Some reasons why many graduates pursued advanced study included: the need to meet "self-goals,"

to increase capability, or to prepare for a better job. From the studies cited so far, high-ability, college-educated, career-oriented women appear to be interested in advancing professionally, and are motivated to succeed although cultural values may impede their growth. Advanced study and career counseling are two options available to assist college women in developing their capabilities. The Advanced Degrees Program combines encouragement and preparation for advanced study, as one option, partially filling the need for aiding high-caliber home economics students in extending their abilities.

#### The Need for Personnel with Advanced Degrees in Home Economics

Literature in this section concerns the areas of expansion which will generate additional demands for home economists with graduate degrees and the percentage of home economists holding advanced degrees.

According to Hoeflin (1968, p. 43-44),

The bachelor's degree in home economics is one large step forward, but the value attributed to any level of education changes over the years. Soon this first degree will have similar value to the high school diploma of only a few decades ago. . . . A young person with a master's or doctor's degree has the key to a versatile future. He discovers the many opportunities in research, in college teaching, in supervision, and in leadership positions that are open to all those with advanced degrees in home economics.

In McGrath's (1968) study, The Changing Mission of Home Economics, data showed the master's degree to be the highest degree for 62% of the home economics faculty members

in 75 National Association of State Universities and Land-Grant Colleges. Only one-tenth of all home economics degrees awarded were master's or doctorates, compared to one-fourth of all degrees awarded by American colleges and universities. McGrath concluded a greater demand than in the past would exist for home economists with master's degrees in areas as extension, business, urban family services, and international employment. He foresaw less need for doctorates outside of college teaching, i.e. business and industry, because of evidence showing home economists' success outside the academic area did not require a doctorate.

In an investigation by Clemens (1971), selected home economists employed in business positions were asked to evaluate their college preparation. The response rate to the survey was 76%. Of those responding, 80% had not started or completed an advanced degree. Results were not conclusive concerning advanced degrees because the investigator focused on the undergraduate curriculum, not graduate study, and did not differentiate between master's or doctoral levels or training.

The future employment outlook for home economists reviewed in the Occupational Outlook Handbook (U.S. Dept. of Labor, 1974) stated for those willing to continue toward advanced degrees, the employment probabilities were anticipated to be good. Increased awareness of the potential contributions of professional home economists was predicted

to be the main reason for future expansion of the field. New emphasis on life-long education and the needs of low-income families also were mentioned as areas which would stimulate additional need.

A "Profile of Home Economists" (1973) reported a substantial increase in members earning advanced degrees since 1962. In 1973, the number of members holding master's and doctorates was 37.4% and 5.8%, respectively, while 1962 figures showed master's and doctor's degrees were 27.7% and 3.1%, respectively, of the American Home Economics Association membership.

According to Nicpon and Quigley (1966), the American Home Economics Association has promoted graduate education and increased research emphasis. When this study was prepared, the need for home economics college teachers was predicted to be twice the number of college teachers employed at that time. Less than 50% of the Ph.D's awarded in home economics during 1962-1964 period were employed in higher education. Normal turnover of faculty also was observed as another factor to consider in planning future needs, along with preserving student-teacher ratios. Junior college home economics programs, extension services, Peace Corps, work training programs, and public welfare programs were listed as expanding areas creating other demands for home economists. Not all of the areas would require a home economics advanced degree, but persons with advanced degrees

would be needed to train qualified personnel. Relevant to the Advanced Degrees Program, was a recommendation to develop programs which would encourage and involve superior students early in their college careers to consider graduate study. McChesney (1974) was another investigator who suggested a similar program be established.

Two groups not mentioned in the home economics outlook, the elderly and the handicapped, recently have developed as fields requiring the research and knowledge of home economics professionals. New realms and growing awareness of expanding traditional fields will increase the demand for capable personnel with home economics degrees. Professionals with advanced training will be needed for basic and applied research, and training of persons to work in the field.

Two questions need to be answered. How many home economics students have continued toward graduate degrees? Has the Advanced Degrees Program been effective in motivating home economics students toward graduate study?

## CHAPTER III

### RESEARCH METHODOLOGY

#### Subjects

Two groups of former program participants were surveyed. The early years of the Master's Degree Project were typified by members belonging to the project between 1964-1966. Members during 1973 were chosen to represent the recent years of the Advanced Degrees Program, because freshmen during that year recently have graduated (1976). Since the Master's Degree Project began with 28 participants in 1964, and the Advanced Degrees Program had 243 participants in 1973, members during 1965-66 (N=27) were added to the 1964 group to increase the sample size of the early project members. The sample of this study was the total available population of 298 (which was reduced to 280 because of inadequate replies, unusable replies, or former members could not be reached through the mail) students who joined the program in 1964-66 and 1973. Total available population was used for the sample so a large number of responses could be obtained from the small 1964-66 group. Names of former participants belonging to the program during 1964-66 and 1973 were procured from the Dean's Office in the College of Home Economics. Current addresses and name

changes of the former members then were acquired from the Kansas State University Alumni Association. Parents' addresses or last current addresses of former members who were not Alumni Association members were obtained from Admissions and Records at Kansas State University.

Development and Administration  
of the Instrument

A survey questionnaire was formulated to evaluate the two objectives of this study, which were given in the introduction. Questions pertaining to background information also were developed. The researcher, with the assistance of the Office of Educational Resources at Kansas State University, coded items on the questionnaire. The coding system used is reported in the treatment of data. Two former participants in the Master's Degree Project and the Advanced Degrees Program employed in the Dean's Office in the College of Home Economics, who were not members during the periods selected to be studied, reviewed the questionnaire. For clarification of certain items, the questionnaire was revised after the researcher acquired comments from the former members.

To protect the anonymity of the respondents, the questionnaires were coded numerically. Cover letters (Appendix A) and the questionnaire (Appendix B) were mailed, including stamped, self-addressed envelopes for return responses. One month after the initial mailing, a follow-up mailing using the same questionnaire was sent to non-

respondents.

#### Treatment of Data

Part of the questionnaire consisted of single and multi-response answers to closed-end questions that were precoded and pre-categorized numerically. Answers to open-end questions (Appendix C) were categorized first and then numerically coded. Data were keypunched at the Kansas State University computing center, with the Statistical Package for the Social Sciences (SPSS) used as the computer program. Treatment of data included: relative percentages, adjusted percentages, means, standard deviations, and chi square analyses. The chi square test was used to determine differences between the 1964-66 and 1973 membership groups, and between graduates with or without advanced degrees.



## CHAPTER IV

### RESULTS

Data obtained from the survey concerning background information of respondents, goals of the original program, attitude changes, goal accomplishments, and ideas for improvement of the Advanced Degrees Program are presented in this chapter. Comparisons in those areas were made between early and recent members of the program, and between former members with advanced degrees and those holding only bachelor's degrees.

Data in Table 1 refer to a description of the total sample and respondents. Percentages are rounded to the nearest tenth.

TABLE 1  
DESCRIPTION OF SAMPLE  
AND RESPONDENTS

	1964-66	1973	Total
Questionnaires mailed	55	243	298
No reply	17 (30.9%)	69 (28.4%)	86 (28.9%)
Inadequate address	2 ( 3.6%)	7 ( 2.9%)	9 ( 3.0%)
Unusable reply	5 ( 9.1%)	4 ( 1.7%)	9 ( 3.0%)
Usable reply	31 (56.4%)	163 (67.0%)	194 (65.1%)
Total	55 (100.0%)	243 (100.0%)	298 (100.0%)

The percentage of return based on an available population of 280 (298 less inadequate address and unusable replies) was 69.3%.

#### Characteristics of Respondents

Background information for the entire sample showed 93.8% of former members of the Advanced Degrees Program have access to a college or university. A majority of the respondents (79.9%) were employed, with approximately 38% working 20-40 hours a week. Former 1973 members worked less than full-time than did former 1964-66 members of the program.

Table 2 pertains to the breakdown of employment for the total sample.

TABLE 2  
EMPLOYMENT CATEGORIES  
FOR TOTAL SAMPLE

Employment area	Number	Percent
Dietetics/foods & nutrition	21	10.8
College teaching	11	5.7
Public school teaching	40	20.6
Interior design	8	4.1
Extension/continuing education	8	4.1
Consumer services	12	6.2
Business/retailing	15	7.7
Other	42	21.7
No answer	37	19.1
Total	194	100.0

A larger percentage of the 1964-66 group was teaching in college (27.3%) than the 1973 group (3.8%). The 1973 group had 9.2% of the sample in consumer services, whereas none were in that category from the early membership group. Public school teaching employed the greatest proportion of both groups, 31.8% and 24.4% of the 1964-66 and

1973 groups, respectively.

Members at the bachelor's degree level and the master's/doctorate level had approximately the same distribution in foods related areas and public school teaching. But those holding advanced degrees had a larger percentage in college teaching (21.4% vs 1.9%) than former members without advanced degrees. Slightly over 11% holding only bachelor's degrees were in business/retailing, contrasted to 2.4% of the advanced degree(s) group.

Most former participants (76.8%) had careers pertaining to their college majors. A greater percentage of members earning advanced degrees had careers associated with their college majors than did members at the bachelor's degree level (95.5% vs 81.1%,  $p < 0.05$ ). No significant difference was found between membership year and college major/career field.

Career satisfaction for the entire sample is exhibited in Table 3.

TABLE 3  
CAREER SATISFACTION  
FOR TOTAL SAMPLE

Degree of satisfaction	Number	Percent
Yes	118	60.8
No	31	16.0
No answer	45	23.2
Total	194	100.0

Significant differences were not identified by chi square tests between degree level or membership year and career satisfaction.

Former participants who were married comprised 62.4% (N=121) of the entire sample. All members of the 1964-66 group and close to one-half of those in the 1973 group were married. At the opposite extremes, 93.5% of the early group and only 9.5% of the latter group had children. For all respondents, only 44 persons (22.7%) had children. Slightly over 46% of the total sample had salaries and/or family income between \$5,000-\$15,000, whereas 25.3% had earnings and/or family income over \$20,000. The questionnaire did not distinguish between family income for married students

and single members' earnings. Approximately 94% of the 1964-66 participants had income over \$20,000 and 57.3% of the 1973 participants reported income of \$5,000-\$15,000. The largest percentage of former members holding advanced degrees had income of \$20,000, whereas the largest number of former members holding only bachelor's degrees reported income of \$5,000-\$10,000. Educational backgrounds of husbands, mothers, and fathers of the respondents also were investigated. Just under 45% of the husbands were four-year college graduates and 30.9% of the husbands had post-graduate work at the master's level. The largest number of respondents' mothers were in the educational categories of high school graduates (28.2%) and some college experience (23.4%). A varied distribution of fathers' educational level was found. The largest percentage of fathers (29.8%) were high school graduates, 16.0% had some college (one, two, or three years), 15.4% were four-year college graduates, and 13.3% had some high school education or below. The fathers of the 1964-66 group had larger percentages than fathers of 1973 members in the categories of some high school education or below, training beyond high school, and junior college graduate. Fathers of the 1973 group had higher percentages than fathers of 1964-66 members in the categories of high school graduate, some college, four-year college graduate, and post-graduate education at the master's and doctoral level.

Emphasis on Electives

One of the goals of the original program (Master's Degree Project) was to emphasize electives to enrich the student's background for graduate study. Data in Table 4 show the amount of emphasis perceived by the total sample.

TABLE 4  
EMPHASIS ON ELECTIVES  
PERCEIVED BY TOTAL SAMPLE

Elective emphasis	Number	Percent
Yes	49	25.3
No	135	69.6
No answer	10	5.1
Total	194	100.0

Elective emphasis was perceived by approximately one-fourth of the participants in the 1964-66 and 1973 membership groups. Slightly over 25% of former members with or without advanced degrees noted the program's elective emphasis.

The number of participants who took advantage of electives during their senior year to pursue early graduate credit is indicated in Table 5.

TABLE 5  
TOOK ADVANTAGE OF ELECTIVES TO  
PURSUE GRADUATE CREDIT DURING  
SENIOR YEAR FOR TOTAL SAMPLE

Pursued early graduate credit	Number	Percent
Yes	49	25.2
No	141	72.7
No answer	4	2.1
Total	194	100.0

More former members earning advanced degrees used electives to pursue graduate credit during their senior year than did former members holding only bachelor's degrees (36.7% vs 20.8%,  $p < 0.05$ ). Nearly the same proportion of members during 1964-66 and 1973 used electives to earn graduate credit during their senior year (26.7% vs 25.0%).



Table 6 presents the popularity in percentages of elective areas (from six colleges at Kansas State University) for the 1964-66 and 1973 membership groups. Since the probability of courses taken by a person were in more than one area, figures totaled more than 100%. As can be seen in the table, a larger percentage of the 1973 group chose business administration courses than the 1964-66 group.

TABLE 6  
POPULARITY OF ELECTIVE AREAS  
FOR 1964-66 AND 1973 PROGRAM MEMBERS  
(IN PERCENTAGES)

Elective area	<u>Membership group</u>		Total (N=194)	$\chi^2$
	1964-66 (N=31)	1973 (N=163)		
Home Economics	61.3	60.8	60.8	NS
Arts and Sciences	48.4	51.3	50.8	NS
Agriculture	3.2	5.7	5.3	NS
Architecture and Design	0.0	5.1	4.2	NS
Business Administration	0.0	16.5	13.8	4.609*
Education	6.5	18.4	16.4	NS

\*p<0.05

Data from a chi square test concerning differences in the number of elective hours taken by 1964-66 and 1973 members are given in Table 7. Most of the 1964-66 group had 1-6 elective hours, whereas the largest percentage of the 1973 group had 7-11 hours of electives. The increase in the number of elective hours from 1964 to 1973 paralleled curriculum changes made within the College of Home Economics, allowing additional electives in several majors.

TABLE 7  
NUMBER OF ELECTIVE HOURS TAKEN  
BY 1964-66 AND 1973 PROGRAM MEMBERS  
(IN PERCENTAGES)

Number of elective hours	<u>Membership group</u>		Total (N=148)
	1964-66 (N=20)	1973 (N=128)	
None	10.0	4.7	5.4
1-6	50.0	15.6	20.3
7-11	25.0	35.1	33.8
12-20	5.0	22.7	20.2
21 and over	10.0	21.9	20.3
Total	100.0	100.0	100.0

$$\chi^2 = 15.378; p < 0.01$$

Personal Contact and Counseling

The second goal of the program was to provide personal contact and counseling. Data in Table 8 delineate the satisfaction of the participants with the contact and counseling received during their membership in the project.

TABLE 8  
SATISFACTION WITH PERSONAL  
CONTACT AND COUNSELING  
FOR TOTAL SAMPLE

Degree of satisfaction	Number	Percent
Yes	97	50.0
No	70	36.1
No answer	27	13.9
Total	194	100.0

Although the difference between the 1964-66 and 1973 membership groups was not statistically significant (chi square analysis), more of the 1964-66 members were satisfied with the personal contact and counseling in the program than the 1973 members (76.0% vs 54.3%). Approximately the same proportion of members with or without advanced degrees were satisfied with the program's personal contact and counseling (59.5% vs 57.9%).

Because the program has grown, graduate advisers are no longer assigned as they were in the early years of the project. Instead, lists are posted of graduate faculty and students are encouraged to make the initial contact. The total number of students who contacted graduate faculty members is presented in Table 9.

TABLE 9  
INITIATED SEEING AN ADVISER  
FOR TOTAL SAMPLE

Student initiated contact	Number	Percent
Yes	61	31.4
No	116	59.8
No answer	17	8.8
Total	194	100.0

Former members holding advanced degrees initiated contact with graduate faculty more frequently than did former members holding only bachelor's degrees (57.1% vs 28.8%,  $p < 0.001$ ). Though the difference was not large, a higher percentage of the 1964-66 membership group initiated graduate faculty contact than did the 1973 group (40.0% vs 34.7%).

Table 10 pertains to differences between the 1964-66 and 1973 membership groups concerning preference for assigned graduate faculty advisers or student-initiated contact with graduate faculty. The data show the 1973 group had more preference for assigned graduate advisers than the 1964-66 group, whereas the 1964-66 group had a larger percentage (64.0% vs 38.5%) than the 1973 group reporting no preference for either assigned or student-initiated contact. No significant differences were found between groups with or without advanced degrees and graduate adviser preferences.

TABLE 10

GRADUATE FACULTY ADVISER PREFERENCE  
FOR 1964-66 AND 1973 PROGRAM MEMBERS  
(IN PERCENTAGES)

Adviser preference	Membership group		Total (N=173)
	1964-66 (N=25)	1973 (N=148)	
Assigned	4.0	29.1	25.4
Initiate contact	32.0	32.4	32.4
No preference	64.0	38.5	42.2
Total	100.0	100.0	100.0

$$\chi^2 = 8.571; p < 0.05$$

Encouragement to Attend Another University  
For Part of Undergraduate Career or Graduate School

The third goal of the Advanced Degrees Program (Master's Degree Project) was to encourage students to attend another university for one semester during their undergraduate careers or for graduate school. Responses to questions 18 through 21 of the questionnaire are denoted in Table 11, indicating the degree to which former members of the 1964-66 and 1973 groups believed attendance at other universities was promoted. Figures show more 1964-66 members perceived encouragement to attend another university for part of their undergraduate careers than did 1973 members.

TABLE 11

ENCOURAGEMENT TO ATTEND ANOTHER  
UNIVERSITY FOR PART OF COLLEGE CAREER  
PERCEIVED BY 1964-66 AND 1973 PROGRAM MEMBERS  
(IN PERCENTAGES)

Perceived encouragement	Membership group		Total (N=194)	$\chi^2$
	1964-66 (N=31)	1973 (N=163)		
During undergrad career	20.0	5.8	8.1	5.024*
For graduate school	24.1	38.2	35.9	NS
Wanted to attend elsewhere undergrad/ graduate school	58.6	58.6	58.6	NS
Aware of program emphasis to encourage attend- ance	32.3	23.9	25.3	NS

\* $p < 0.05$

Former members' responses to the need for more or less emphasis on attendance elsewhere for part of undergraduate or for graduate studies are presented in Table 12.

TABLE 12

EMPHASIS TO ATTEND ELSEWHERE  
FOR UNDERGRADUATE/GRADUATE SCHOOL  
FOR TOTAL SAMPLE

Attendance emphasis preference	Number	Percent
More	73	37.6
Less	9	4.7
No preference	105	54.1
No answer	7	3.6
Total	194	100.0

Increase the Number of Home  
Economists with Advanced Degrees

The last goal of the original program was to increase the number of home economists with master's degrees. When the project was renamed the Advanced Degrees Program, emphasis was placed on the need for doctorates in the home economics field as well as personnel with master's degrees. The next four tables pertain to the number of former participants who have completed or plan to complete advanced studies.



Table 13 concerns the number of members who have taken graduate courses since earning their bachelor's degrees.

TABLE 13  
NUMBER OF FORMER MEMBERS WHO HAVE GRADUATE  
CREDIT SINCE BACHELOR'S DEGREE  
FOR TOTAL SAMPLE

Graduate credit	Number	Percent
Yes	103	53.1
No	90	46.4
No answer	1	0.5
Total	194	100.0

The highest educational level planned by former members holding only bachelor's degrees and those earning advanced degrees is depicted in Table 14. A significant difference ( $p < 0.001$ ) was found between the two degree levels and level of education planned. Most persons (61.9%) holding bachelor's degrees planned to stop at the master's degree level. Approximately 5% planned to earn doctorates, whereas 26.2% planned to stay at the bachelor's degree level. Logically, those with advanced degrees had none who planned to stay at the bachelor's degree level. A larger proportion holding advanced degrees (39.1%) planned doctorates than those having only bachelor's degrees.

TABLE 14

EDUCATIONAL LEVEL PLANNED BY FORMER  
MEMBERS WITH/WITHOUT ADVANCED DEGREES  
(IN PERCENTAGES)

Educational level planned	<u>Degree level</u>		Total (N=172)
	B.S. (N=126)	M.S./Ph.D (N=46)	
Bachelor's	26.2	0.0	19.2
Dual bachelor's	5.5	0.0	4.1
M.S. or M.A.	61.9	52.2	59.3
Ph.D or Ed.D.	4.8	39.1	13.9
Other	1.6	8.7	3.5
Total	100.0	100.0	100.0

$\chi^2 = 48.548$ ;  $p < 0.001$

A significant ( $p < 0.001$ ) difference occurred between 1964-66 and 1973 members in a chi square test comparing educational attainment and membership group. The 1964-66 group had a higher percentage of persons holding advanced degrees than the 1973 group. Less time since graduation probably was the main factor why 1973 members did not have a larger number holding advanced degrees. Figures in percentages are given in Table 15.

TABLE 15  
EDUCATIONAL LEVEL ATTAINED  
BY 1964-66 AND 1973 PROGRAM MEMBERS  
(IN PERCENTAGES)

Educational level attained	<u>Membership group</u>		
	1964-66 (N=30)	1973 (N=154)	Total (N=184)
Bachelor's	46.7	70.8	66.8
Dual bachelor's	3.3	3.9	3.8
M.S. or M.A.	36.7	22.1	24.5
Ph.D. or Ed.D.	13.3	0.0	2.2
Other	0.0	3.2	2.7
Total	100.0	100.0	100.0

$$\chi^2 = 25.897; p < 0.001$$

Institution, degree level, and number of advanced degrees earned by the respondents are identified in Table 16. As denoted in the table, a large proportion of the master's degrees were awarded from Kansas State University.

TABLE 16  
INSTITUTION AND ADVANCED DEGREES  
OF RESPONDENTS

Institution and degree	Number	Percent
KSU-Master's	36	18.6
Other-Master's	16	8.2
KSU-Doctorate	2	1.0
Other-Doctorate	3	1.5
Total number of advanced degrees	57	29.3

Of the entire return (N=194), 52 respondents (26.8%) have earned 57 advanced degrees (five former members who were awarded master's degrees also earned doctorates).

#### Attitude Changes Toward Graduate Study

The second objective of this study is to compare attitude changes, goal accomplishments, and ideas for improvement of the program based on the student sample reviewed earlier. Changes in attitudes toward graduate study are investigated in this section. How the Advanced Degrees Program influenced students, along with other factors modifying attitudes to seek further education or to stay at the same degree level are presented.

Table 17 delineates the factors that influenced former members to join the Advanced Degrees Program. Since

more than one factor may have affected a student's decision, the total number and percentages are irrelevant.

TABLE 17  
FACTORS THAT INFLUENCED  
FORMER MEMBERS TO JOIN THE PROGRAM  
FOR TOTAL SAMPLE

Factors that influenced	Number	Percent
Prestige	23	11.9
Honor	80	41.2
"Looked good" on transcript or resume	49	25.3
Friends were in it	15	7.7
Faculty member encouraged	60	30.9
Introductory meeting with Deans Hoffman and Hoeflin	106	54.6
Encouraged by parents/relative	48	24.7
Other	20	10.3

Factors listed in Table 17 influencing the 1964-66 and 1973 membership groups were studied by chi square tests. The 1973 membership group was influenced more by the factor "looked good" on transcript or resume than the 1964-66 group (28.5% vs 9.7%,  $p < 0.05$ ). More 1964-66 members were influenced by encouragement from a faculty member than were 1973 members (51.6% vs 27.2%,  $p < 0.05$ ). All other factors influenced the two membership groups to nearly the same

extent and no significant differences were found. Also, no significant differences were found between degree level and the factors that influenced former members to join the program.

Influence of the program on former participants to continue toward graduate study is indicated in Table 18.

TABLE 18  
INFLUENCE OF PROGRAM  
TOWARD GRADUATE STUDY  
FOR TOTAL SAMPLE

Degree of influence	Number	Percent
Yes	65	33.5
No	125	64.4
No answer	4	2.1
Total	194	100.0

No significant difference occurred in a chi square analysis between degree of influence and year of program membership. Approximately the same proportion of members in the 1964-66 and 1973 groups were affected by the project (45.2% vs 32.3%). The program influenced those having advanced degrees to a greater extent than former members holding only bachelor's degrees (51.0% vs 27.7%,  $p < 0.01$ ).

How the program influenced students to continue toward graduate study is noted in Table 19. The majority

of the responses indicated the project was perceived as a catalyst, provoking consideration of graduate training as a viable goal. Computer coding categories in Appendix C list more complete categories than the edited versions used in Table 19 and other tables pertaining to data from open-end questions.

TABLE 19  
HOW PROGRAM INFLUENCED STUDENTS  
TO CONTINUE TOWARD GRADUATE STUDY  
FOR TOTAL SAMPLE

How influenced	Number	Percent
Started thinking towards graduate study	24	12.4
Advanced study became an obtainable goal	13	6.7
Influenced w/out program	4	2.1
Program reinforced graduate school idea	3	1.5
Other	12	6.2
No answer	138	71.1
Total	194	100.0

Significant differences were not found in chi square tests between the 1964-66 and 1973 groups and how the program influenced members to continue toward graduate study. For the bachelor's degree level and advanced

degrees level, the program started thought toward graduate training (45.2% and 45.0%). More former members with advanced degrees believed graduate school had become an obtainable goal (40.0%) relative to the program's influence than former members holding only bachelor's degrees (9.7%).

Other factors affecting former participants to continue toward graduate study are revealed in Table 20. Although slightly more than 70% did not respond, the three main factors which affected students were changes in educational needs, goals, and available opportunities to continue.



TABLE 20  
FACTORS OTHER THAN THE PROGRAM  
AFFECTING CONTINUATION TOWARD GRADUATE STUDY  
FOR TOTAL SAMPLE

Factors that influenced	Number	Percent
Prior goal	6	3.1
Needed further education for position, professional growth	17	8.8
Encouraged by faculty or adviser	3	1.5
Encouraged by family	1	0.5
Change in goals	11	5.7
Self-satisfaction	3	1.5
Opportunity available to continue	11	5.7
Other	6	3.1
No answer	136	70.1
Total	194	100.0

The decision not to continue toward advanced study was influenced by several factors of about equal importance (Table 21). Family ties affected 1964-66 members more than 1973 members (32.3% vs 3.8%), providing the only significant difference ( $p < 0.001$ ) between the two membership groups. Although the difference was not significant, a greater percentage of the 1973 group was influenced by a career than

were members of the 1964-66 group (23.4% vs 6.5%)

TABLE 21  
FACTORS THAT INFLUENCED DECISION NOT TO  
CONTINUE TOWARD GRADUATION STUDY  
FOR 1964-66 AND 1973 PROGRAM MEMBERS  
(IN PERCENTAGES)

Factors that influenced	Membership group		Total (N=194)	X <sup>2</sup>
	1964-66 (N=31)	1973 (N=163)		
Marriage	38.7	27.8	29.6	NS
Family	32.3	3.8	8.5	23.541*
Finances	16.1	22.8	21.7	NS
Career	6.5	23.4	20.6	NS
Other	6.5	17.7	15.9	NS

\*p<0.001

Significant differences ( $p<0.001$ ) existed between degree level and four factors which influenced a decision not to continue. Obviously, former members holding advanced degrees decided to continue toward graduate school, therefore those deciding not to pursue advanced study were the persons affected by the factors not to continue. Chi square tests revealed a significant ( $p<0.001$ ) level of difference between degree level and: marriage, finances, career, and the category of other influencing factors. Differences between degree level and family influence not to seek graduate training were significant at the 0.05 level.

Goal Accomplishment

The degree to which the Advanced Degrees Program influenced participants to include graduate study as a goal, and how the former members' goals changed during and after their college careers are reviewed in this section.

Freshman college goals are noted in Table 22. Since many respondents had more than one goal, column totals were inappropriate.

TABLE 22  
FUTURE GOALS AS A COLLEGE FRESHMAN  
FOR TOTAL SAMPLE

Goals	Number	Percent
Bachelor's degree	76	39.2
Become a Home Ec. teacher	34	17.5
Marriage, family	14	7.2
Get through freshman year	3	1.5
Home Ec. related career	60	30.9
Career not Home Ec. related	19	9.8
A career, not sure	21	10.8
Graduate school	19	9.8
Other	16	8.2

Freshman goals were analyzed by membership year and by degree level. A larger percentage of the 1964-66 group had the freshman goal of becoming a home economics

teacher than did the 1973 group (48.4% vs 11.4%,  $p < 0.001$ ). Differences between the other freshman goals (listed in Table 22) and membership year were not significant. No significant differences were disclosed by chi square analyses between degree level and freshman goals.

Data in Table 23 identify senior college goals of the former members by degree level. Like the freshman goals in Table 22, many participants had more than one goal. Those holding master's and doctor's degrees had a higher percentage with graduate school as a senior goal than did members holding only bachelor's degrees (46.9% vs 22.6%,  $p < 0.01$ ), providing the only significant difference between degree levels. A comparison of data in Tables 22 and 23 show a small contrast in categories, because categories to open-end questions were not predetermined. Categories were delimited after the questionnaires were received by the researcher.

TABLE 23

FUTURE GOALS AS A COLLEGE SENIOR  
FOR FORMER PROGRAM MEMBERS  
WITH/WITHOUT ADVANCED DEGREES  
(IN PERCENTAGES)

Senior goals	<u>Degree level</u>		Total (N=194)	X <sup>2</sup>
	BS (N=142)	MS/PhD (N=52)		
Home Economics teacher	9.0	4.1	7.7	NS
Graduate school	22.6	46.9	29.1	9.166*
Same as freshman goals	13.5	10.2	12.6	NS
Find a Home Ec. job	45.9	57.1	48.9	NS
Obtain experience, then return to school	8.3	6.1	7.7	NS
Combine career and marriage (family)	10.5	12.2	11.0	NS
Marriage	6.0	4.1	5.5	NS
Graduate	2.3	6.1	3.3	NS
Expanded goals	2.3	0.0	1.6	NS
Other	3.8	2.0	3.3	NS

p<0.01

A 0.05 level of significance occurred between membership year and two senior goals in chi square tests. A larger proportion in the 1964-66 group had the senior

goal of becoming a home economics teacher than did the 1973 group (19.4% vs 5.1%,  $p < 0.05$ ). Those belonging to the 1964-66 group were more marriage-oriented as seniors than those in the 1973 group (16.1% vs 3.8%,  $p < 0.05$ ). A difference bordering on the 0.05 level was identified between a professional career goal and membership year. Participants during 1973 were more career-oriented than were earlier members (53.2% vs 32.3%). Other senior goals tested with membership year were determined to be non-significant.

The number of former members who observed influence of the Advanced Degrees Program on college goals is presented in Table 24.

TABLE 24  
PROGRAM'S INFLUENCE ON COLLEGE GOALS  
FOR TOTAL SAMPLE

Degree of influence	Number	Percent
Yes	52	26.8
No	136	70.1
No answer	6	3.1
Total	194	100.0

College goals of 1964-66 members were influenced by the program to a greater degree than goals of 1973 members (50.0% vs 24.2%,  $p < 0.01$ ).

A difference close to the 0.05 level of significance was exhibited in a comparison between degree level and influence of the program on college goals. The project affected more former members holding advanced degrees than former members at the bachelor's degree level (39.6% vs 24.2%).

How goals were influenced is delineated in Table 25.

TABLE 25  
HOW COLLEGE GOALS WERE INFLUENCED  
FOR TOTAL SAMPLE

How influenced	Number	Percent
Showed need for continuing career after family responsibilities are lessened	2	1.0
Influenced to continue immediately after B.S.	19	9.8
Helped formulate personal goals, options	22	11.4
Not in long enough to be helped	6	3.1
Other factors influenced (faculty, field experiences, already had graduate hours, etc.)	9	4.6
Other	5	2.6
No answer	131	67.5
Total	194	100.0

No significant differences were found in chi square

tests between degree levels or membership years and how goals were influenced.

Table 26 concerns the proportion of former participants who changed goals since their college careers.

TABLE 26  
CHANGE IN GOALS SINCE COLLEGE  
FOR TOTAL SAMPLE

Goal change	Number	Percent
Yes	104	53.6
No	82	42.3
No answer	8	4.1
Total	194	100.0

Chi square tests disclosed no significant differences between degree levels or membership years and the number of former members with goal changes since college.



How former members' goals changed since college is revealed in Table 27. The three categories with the highest frequency of response for goal changes since college were: more broadened goals, realistic or changed goals after work experiences, and graduate study added to plans for the future.

TABLE 27  
HOW GOALS HAVE CHANGED SINCE COLLEGE  
FOR TOTAL SAMPLE

Goal change	Number	Percent
Have not changed, just postponed	10	5.1
More broadened, professional goals	26	13.4
Realistic or changed after work experiences	26	13.4
Undecided (opportunity not available, location, etc.)	5	2.6
Combine career and marriage	3	1.5
Less career oriented	12	6.2
Graduate school now in plans	23	11.9
Other	12	6.2
No answer	77	39.7
Total	194	100.0

Significant differences were not found in chi square analyses based on membership year or degree level, and how

goals changed since college.

Ideals for Improvement of the Program

This section concerns suggestions made by former members toward improving the Advanced Degrees Program. Open-end responses were tabulated from questions 41-43 of the questionnaire, general trends were noted, and categories were defined. Many of the former members did not answer all of the questions, partially explaining the 45%-47% response rate presented in the tables. Others only wrote general comments or personal experiences about the program in question 44 (additional comments), which were not categorized, and omitted the remainder of the open-end questions.

Table 28 pertains to suggestions for improving the Advanced Degrees Program's responsiveness to the needs of students.

TABLE 28  
SUGGESTIONS FOR IMPROVING PROGRAM'S  
RESPONSIVENESS TO NEEDS OF STUDENTS  
FOR TOTAL SAMPLE

Category	Number	Percent
Increase individual counseling, close contact	23	11.9
Increase flexibility of program	3	1.5
Develop graduate study plans/ alternatives with students	11	5.7
Questionnaires, tests to determine interests	2	1.0
Continue to give good explanation of program in introductory meeting	4	2.1
Increase number of meetings, seminars, etc.	16	8.2
Need honest and realistic awareness of job market	6	3.1
Increase visibility, publicity, and follow-up	5	2.6
Other	20	10.3
No answer	104	53.6
Total	194	100.0

Increase individual contact and counseling; and

increase the number of meetings, resource persons, and programs were listed most often by the 1973 group for improving program responsiveness. Development of graduate study plans or alternatives with students had the highest number of responses among the 1964-66 members.

The highest percentages of former members with bachelor's degrees and advanced degrees listed a need to increase individual contact and counseling; increase the number of meetings, resource persons, and programs; and development of graduate study plans or alternatives with students. However, those holding advanced degrees placed more emphasis on questionnaires or tests to determine interests and the continuation of a good explanation about the program at the introductory meeting, whereas former members at the bachelor's degree level had a higher proportion listing a need to increase visibility, publicity, and follow-up; and an honest, realistic awareness of the job market and working conditions.

Suggestions of former members for personalizing the program to each student's individual needs are presented in Table 29.

TABLE 29  
SUGGESTIONS FOR PERSONALIZING PROGRAM  
FOR TOTAL SAMPLE

Category	Number	Percent
Develop objectives, graduate study plans, goals	5	2.6
Have available information concerning related fields, options, different universities	9	4.6
Increase contact, individual attention with graduate faculty adviser	35	18.1
Career testing and counseling	9	4.6
Commitment from students, faculty	1	0.5
Find out needs, interests	4	2.1
Other	21	10.8
No answer	110	56.7
Total	194	100.0

No significant differences were observed between degree level or membership year and recommendations for personalizing the program to individual student needs.

Table 30 pertains to changes in membership requirements for joining or remaining in the program. The largest percentage of former participants who responded believed no changes were needed in membership requirements.

TABLE 30  
CHANGE IN PROGRAM MEMBERSHIP REQUIREMENTS  
PERCEIVED BY TOTAL SAMPLE

Degree of requirement change	Number	Percent
No change needed	37	19.1
Do not remember requirements	18	9.3
Lower requirements	5	2.6
Stress standards/raise requirements	15	7.7
Increase emphasis on graduate study preparation	5	2.6
Other	6	3.1
No answer	108	55.6
Total	194	100.0

A difference bordering on the 0.05 level was found between degree levels and changes in project membership requirements. Both bachelor's degree level and master's/doctorate level groups had the largest percentage of responses in favor of not changing membership requirements. However, a greater proportion of those holding advanced

degrees remembered less of the program requirements than did the bachelor's group. More persons with bachelor's degrees than advanced degrees believed requirements should be raised. Many in the former group cited "grade inflation" as the reason for higher standards.

Recommendations concerning counseling in the program are shown in Table 31. Individual counseling was suggested by 19.1% of those responding, more than any other category.

TABLE 31  
SUGGESTIONS CONCERNING PROGRAM COUNSELING  
FOR TOTAL SAMPLE

Category	Number	Percent
Increase emphasis on long-term goals, career planning	10	5.1
Use of upperclassmen and/or graduate students	5	2.6
Have graduate advisers assigned	8	4.1
Increase individual counseling	37	19.1
Group sessions with faculty and students	5	2.6
Increase information available, publicize	14	7.2
Other	12	6.2
No answer	103	53.1
Total	194	100.0

Counseling recommendations were studied by membership year and degree level. No significant differences were found between groups.

Suggestions for general improvement of the Advanced Degrees Program are denoted in Table 32.

TABLE 32  
SUGGESTIONS FOR GENERAL PROGRAM IMPROVEMENT  
FOR TOTAL SAMPLE

Category	Number	Percent
Do not remember much about the program	7	3.6
Add speakers, professionals in the field	14	7.2
Communicate, publicize	10	5.1
Increase meetings and discussions	8	4.1
Increase contact with other members and faculty	23	11.9
Emphasize work experience first	2	1.0
Increase emphasis on needs of transfer students and returning students	4	2.1
Increase awareness of research aspect of home economics	5	2.6
Other	13	6.7
No answer	108	55.7
Total	194	100.0



## CHAPTER V

### DISCUSSION, CONCLUSIONS

#### AND

### RECOMMENDATIONS

#### Limitations of the Study

Confining the sample size to the 1964-66 and 1973 membership years and restricting the amount of time allowed for responses to the initial and follow-up questionnaires limited the investigation. The size of the 1964-66 group was small compared to the 1973 group. Hence, some differences in questionnaire responses between membership groups in chi square tests were influenced more by the disparity of group size than by variation of answers. Also, a large difference between the number of respondents holding advanced degrees or only bachelor's degrees modified the conclusions that could be made. Former program members with advanced degrees were outnumbered more than two-to-one by former members at the bachelor's degree level.

Availability of names and addresses was another limitation. The available population included only one male, so name changes by females through marriage made tracing former participants difficult. Address changes were frequent, especially for the 1973 group, consequently

a major revision was needed in the mailing list.

Another limitation of the study was the response rate of the 1964-66 and 1973 membership groups. Many questionnaires were returned because of incorrect addresses, or were returned with insufficient data and were discarded. That reduced the number of the available population. A higher response rate would have improved the accuracy of the data.

The number of replies to open-end questions concerning program improvement was an additional limitation. A majority of the former members gave no suggestions or had incomplete answers, diminishing the representation of opinion in this area. Finally, members from the early years of the project remembered less about the program than later members. Therefore, some inaccurate responses may have resulted.

#### Discussion and Conclusions

A combination of career/marriage roles appears to be the norm for the respondents, although a greater percentage of the 1973 group are employed and not married than the 1964-66 group. A larger proportion of the 1973 group worked less than full-time than their counterparts in the early group. That result may have been influenced by the established careers of the 1964-66 members and the need of the 1973 members to try one or more jobs before finding a "niche" in their field. Too, a tighter job market prevailed during

the early 70's than in the early 60's. The home economics graduates in this study appear more career-oriented than those in Marksberry's (1952) investigation. Part of the contrast can be attributed to social changes that have taken place, especially the women's equality movement.

Income level differences between the early and later members of the program, and members with or without advanced degrees is logical. The 1964-66 group has had a longer time to progress in various fields to earn higher salaries than the 1973 group. Former members with advanced training at the master's/doctoral level have income commensurate to their educational level as do those holding only bachelor's degrees.

A greater ( $p < 0.05$ ) percentage of persons with advanced degrees had jobs related to their college major than those without advanced degrees. Again, this result is reasonable. Former participants with advanced degrees usually specialized in particular areas of home economics, and therefore sought jobs pertaining to their fields of study.

Emphasis on electives in the Advanced Degrees Program to enrich the student's background in preparation for graduate study was perceived by only 25.3% of the respondents. Only 25.2% of the respondents pursued graduate credit during their senior year. Both figures show a need to require members to plan an undergraduate program with a graduate adviser to include background preparation for graduate study or arrange courses to incorporate graduate credit

during the members' senior year, especially since the number of elective hours students may apply toward a bachelor's degree has increased.

Satisfaction with personal contact and counseling in the program was acknowledged by 50% of the respondents, whereas only 31.4% initiated seeing an adviser. Counseling was observed by former members to be the area needing the most change in four out of five areas of program improvement. Possibly students were satisfied with their experiences but thought more could have been done, or were satisfied without contacting a graduate adviser. These conclusions hold true when compared to the former members (42.2%) who had no preference whether or not an adviser was assigned. More of the 1964-66 group was satisfied with personal contact and counseling than the 1973 group (76.0% vs 54.3%), which could pertain to the fact the program and college were smaller when the project was started in 1964; also an adviser was assigned to the 1964-66 members, whereas the initiative to see an adviser was the responsibility of 1973 members.

Figures indicated over one-half of the sample would have wanted to attend another university for part of undergraduate or for graduate school, but close to 75% were unaware of that aspect of the project. Slightly over 54% had no preference as to more or less emphasis on attendance elsewhere in the future. The discrepancy between the inclination and awareness (or indecision) to attend elsewhere

shows a need for additional publicity of this goal, if the goal is to remain a part of the Advanced Degrees Program. Future enrollment in the College of Home Economics partially will determine the number of teaching positions and the amount of state and federal funds allocated to the college. If enrollment is projected to decline, the program's goal of encouraging members to attend other colleges or universities should be de-emphasized.

Achievement of the last goal of the program to increase the number of home economists with advanced degrees is supported by the number ( $N=52$ ) of former members who hold advanced degrees and the percentage (53.1%) of respondents who have earned graduate credit since their bachelor's degree. Only one person in the total sample had not completed requirements for a bachelor's degree. A difference between educational levels planned (Table 14) and educational levels attained (Table 15) denoted many former members are planning or are working toward graduate degrees, but have not completed their course of study. Early members had a larger percentage of persons holding advanced degrees compared to members during 1973, which partially was attributed to the longer time lapse since graduation for the 1964-66 members. The varying rates of finishing graduate study within personal timetables affects the number of degrees awarded in a given period. A different representation of the influence of the Advanced Degrees Program on the former members in this in-

vestigation might be seen several years from now, when a greater proportion of the 1973 group has attained its educational goals.

The Advanced Degrees Program influenced 33.5% of the total sample to continue toward advanced study (26.8% of the total sample have earned graduate degrees), with the project perceived by the respondents as a catalyst, provoking consideration of graduate training as a viable goal. The introductory meeting with Dean Hoffman and Dean Hoeflin, the honor of being chosen to join the program, and faculty encouragement were the main reasons why prospective members joined the Advanced Degrees Program. Members' attitudes during 1964-66 and 1973 were affected nearly the same degree; however, graduate study was more an obtainable goal for members with advanced degrees because of the project, than for members without advanced degrees. The fact former participants with graduate degrees were influenced to a greater extent can be ascribed partly to their self-motivation, and follows the profiles of subjects in studies by Palmer and Wohl (1970) and Skipper (1970). Members with advanced degrees initiated contact with graduate faculty advisers and pursued graduate credit during their senior year more often than those holding only bachelor's degrees. The college environment may have been another factor which influenced members to continue. Those with advanced degrees may have increased their educational aspirations with increased ex-

posure to graduate work during their senior year, supporting Thistlethwaite's (1965) investigation.

Factors that influenced participants not to pursue advanced study changed in importance relative to membership year. Family ties affected more 1964-66 members than 1973 members (32.3% vs 3.8%,  $p < 0.001$ ), whereas more 1973 participants were influenced by a career than 1964-66 participants (23.4% vs 6.5%). Although the differences were not statistically significant, the marriage factor declined in importance between the 1964-66 group and the 1973 group, (38.7% vs 27.8%), with the financial factor increasing in importance between the early and later membership groups (16.1% vs 22.8%). The social and economic changes in the status of women that took place between the 1960's and 1970's may account partly for the lessening significance of marriage and family obligations, and the slight increase of the importance of financial and career responsibilities for the respondents in this study.

The percentage of former members who have received advanced degrees (26.8%) is identical to the percentage of respondents who believed the Advanced Degrees Program influenced their college goals (26.8%). Yet, the goals of former members holding advanced degrees were influenced more by the program than were former members at the bachelor's degree level (39.6% vs 24.2%), and college goals of 1964-66 members were affected to a greater degree than goals of 1973 members

(50.0% vs 24.2%,  $p < 0.01$ ). The largest number of the respondents influenced by the program indicated that it helped them to formulate personal goals and options (Table 25). When tested by chi square analysis, no significant differences were found between degree levels or membership years and how goals were influenced, which leads to the acknowledgment of outside factors affecting former members with advanced degrees and 1964-66 members to a greater extent than the total sample. Of the 29.9% who responded to question 27 (Table 20), the main factors which influenced participants, other than the program, to continue toward graduate study were changes in educational needs, goals, and available opportunities to continue. Other variables outside the project affecting attitudes relative to graduate study such as self-motivation and increased educational aspirations, possibly influenced graduate study goals to an extent, besides factors within the program. Two conditions in the program most likely influencing the early membership group were: 1) the small number of participants in the project, so personal contact with peers and faculty was accessible; and 2) the incentive of becoming involved with a new program to help make it a success. Because the Advanced Degrees Program was a positive factor (besides other influences within and outside the project), influencing approximately one-third and one-fourth of members' attitudes and goals to do graduate study, respectively, is reason enough to retain the program to help



fill the demand for home economists with graduate degrees.

Over 50% of the former members changed goals since college, with many changes brought about by work experiences. Approximately 12% had added graduate school to their plans. Several former participants mentioned how narrow their goals had been during college and believed that the Advanced Degrees Program could contribute to broadening members' goals.

The previous investigations pertaining to factors in the college environment influencing students' output and motivations had contrasting results. Thistlethwaite (1965) found several factors in the college environment which were positive influences, whereas Stokach (1972) concluded the college environment only reinforced students' existing attitudes and goals. The Advanced Degrees Program was one of several positive factors in the college environment that influenced former program members to do advanced study, following Thistlethwaite's (1965) results concerning motivational factors in the college environment.

Differences also existed between previous investigations recommending either early college undergraduate counseling (Cross, 1966), or assistance during junior and senior college years (Thistlethwaite, 1965) for planning graduate study for women. For the total sample, graduate study became a more important goal for members in the program, gaining from 9.8% to 29.1% of freshman and senior goals, respec-

tively. Those holding master's and doctorates had a larger percentage with graduate school as a senior goal than did members holding only bachelor's degrees (46.9% vs 22.9%,  $p < 0.01$ ). Data from this study indicates graduate counseling and planning for a course of advanced study would be more effective during junior/senior years than during freshman/sophomore years. Planning educational goals with the assistance of graduate faculty advisers in the program helps clarify members' educational/career orientation and commitment. The Advanced Degrees Program has impact on a personal level, rather than influencing general cultural/social attitudes or institutional aids and/or barriers to graduate education for women.

Recommendations for the  
Advanced Degrees Program

Based on the review of literature and questionnaire results, the following recommendations are submitted for improving the effectiveness of the Advanced Degrees Program.

1. Require members to consult graduate advisers at least once a year to plan undergraduate courses to allow at least one graduate-level course during their senior year. New members should be required to develop long-range goals.
2. A modified system of adviser assignment should be implemented. A list of graduate advisers still could be posted, with an accompanying sign-up sheet for those preferring to have an assigned adviser.
3. The introductory meeting with the Dean of the College of Home Economics was a conducive factor in influencing students to join the program and should be retained, possibly expanded. Graduate students, faculty, administrators, and professionals in the field (who are former members) should be utilized to speak on the need for persons with advanced degrees, home economics research, and professional career experiences.
4. A brief program orientation should be on the agenda of a faculty meeting to acquaint new faculty members and remind the remainder of the faculty of the importance of their contribution to student attitudes and goals

relating to graduate study.

5. A Graduate Student Day for seniors should be designated during the fall semester. Graduate students should be available to present research and answer questions seniors might have concerning graduate courses; fellowships; assistantships; research; thesis, report, or non-thesis non-report options; and departmental requirements.
6. One Student-Faculty Seminar or Career Counseling Seminar should be held each semester in cooperation with the Home Economics Honors Program to discuss professional development, career opportunities, or other topics of interest to Advanced Degrees Program members and Honors Program members.
7. Undergraduate participation in research projects should be considered.

Recommendations for Further Study

1. A longitudinal study five years from now investigating the educational attainments of 1973 program members would ascertain better the influence of the Advanced Degrees Program on the group's educational attitudes and goals, by allowing additional time since the members' undergraduate careers for completion of educational objectives.
2. A representative sample of former members of the Advanced Degrees Program (Master's Degree Project) with graduate degrees should be studied to determine the extent of internal and external influences, in addition to the Advanced Degrees Program, that motivated the group to continue their education.

## CHAPTER VI

### SUMMARY

The purpose of this investigation was to ascertain the extent of goal accomplishment and influence of the Advanced Degrees Program, and to identify changes that would be necessary to improve the program's effectiveness. Since the program had not been evaluated previously, strengths and weaknesses had not been determined. The total sample response, and chi square tests between membership years and degree levels, provided important information pertaining to the influence of the program.

Selected honors programs and factors in college environments that affected women and advanced study disclosed variables influencing educational attitudes and goals. Many of those variables, together with the Advanced Degrees Program, affected the results of this investigation.

A combination of career and marriage roles appeared to be the norm for the total sample. The program was perceived by respondents as a catalyst, provoking consideration of graduate training as a viable goal. Factors influencing former members most often to join the Advanced Degrees Program were: 1) the introductory meeting with Dean Hoffman and Dean Hoeflin, and 2) the honor of being chosen to join

the program. The largest number of respondents influenced by the program indicated that it helped formulate personal goals and options. Generally, the Advanced Degrees Program had the greatest effect on 1964-66 members and former participants holding advanced degrees. Several reasons were noted for the trend. Four of the explanations were: 1) changes in educational needs, goals, and available opportunities to continue graduate education; 2) self-motivation; 3) increased educational aspirations; and 4) the relatively small size of the program when it was started, allowing personal contact with fellow members and faculty. The program has impact on a personal level, rather than affecting general cultural/social attitudes or institutional aids and/or barriers to graduate education for women.

Recommendations were outlined for program improvement, based on the questionnaire results. Former members listed most often the need for improving personal contact and counseling in four out of five areas of program improvement. Further studies were suggested to provide additional information relating to internal and external influences determining attitudes and goals pertaining to graduate study.

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APPENDIX A  
CORRESPONDENCE



Office of the Dean  
College of Home Economics  
Justin Hall  
Manhattan, Kansas 66506  
Phone: 913 532-5500

February, 1977

Dear Home Economics Alumni:

Do you remember when you were a member of the Master's Degree Project, now changed to the Advanced Degrees Project? The program was designed to encourage students with high academic ranking to consider graduate study. The College of Home Economics at Kansas State University currently is conducting an evaluation of the program. Will you help us determine if the project meets the needs of the participants?

You as a graduate of the project, have opinions and ideas concerning various aspects of the program. Please complete the enclosed background information, short-answer, and open-end questions pertaining to the project. The form will take approximately half an hour of your time to complete.

This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you feel unduly invade your privacy or which are otherwise offensive to you. Anonymity is guaranteed; your name will not be associated with your answers in any public or private report of the results.

Thank you for your cooperation. Please return the form within the next few days.

Sincerely,

Barbara Hixson, Graduate Student  
Former Member Master's Degree Project

Ruth Hoeflin, Dean  
College of Home Economics



Office of the Dean  
College of Home Economics  
Justin Hall  
Manhattan, Kansas 66506  
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You as a recent graduate of the project, have opinions and ideas concerning various aspects of the program. Please complete the enclosed background information, short-answer, and open-end questions pertaining to the project. The form will take approximately half an hour of your time to complete.

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Thank you for your cooperation. Please return the form within the next few days.

Sincerely,

Barbara Hixson, Graduate Student  
Former Member Master's Degree Project

Ruth Hoeflin, Dean  
College of Home Economics

Office of the Dean  
College of Home Economics  
Justin Hall  
Manhattan, Kansas 66506  
Phone: 913 532-5500

April, 1977

Dear Home Economics Alumni:

HELP!! In March, we mailed you a questionnaire concerning an evaluation of the Advanced Degrees Project, formerly the Master's Degree Project. Perhaps yours was lost in the mail, or misplaced. Your opinions and suggestions are very important, as they will reflect your individual educational experience.

We are enclosing a second questionnaire and a stamped, self-addressed envelope for returning it. This survey is being conducted under guidelines established by Kansas State University. By cooperating, you will help the survey administrators find answers to important questions; however, your participation is strictly voluntary. You should omit any questions which you believe unduly invade your privacy or which are otherwise offensive to you. Anonymity is guaranteed; your name will not be associated with your answers in any public or private report of the results.

You are busy, but this questionnaire won't take long. We certainly will appreciate your time and effort in answering the questions, and thank you for your cooperation. We look forward to receiving your survey soon. Please disregard this mailing if you have returned the first questionnaire sent to you.

Sincerely,

*Barbara Hixson*

Barbara Hixson, Graduate Student  
Former Member Master's Degree Project

*Ruth Hoeflin*

Ruth Hoeflin, Dean  
College of Home Economics

BH/RH/dl

APPENDIX B  
INSTRUMENT



SURVEY OF FORMER  
ADVANCED DEGREES PROJECT MEMBERS

1. Year graduated from Kansas State University.  
(4-1) \_\_\_\_\_ 1964-1966  
(4-2) \_\_\_\_\_ 1972-1976
2. Do you have access to a college or university?  
(5-1) \_\_\_\_\_ yes  
(5-2) \_\_\_\_\_ no  
\_\_\_\_\_ Distance?
3. Are you employed?  
(6-1) \_\_\_\_\_ yes  
(6-2) \_\_\_\_\_ no
4. If response to number three is yes, how many hours per week do you work, on the average?  
(7-1) \_\_\_\_\_ 1-10  
(7-2) \_\_\_\_\_ 10-20  
(7-3) \_\_\_\_\_ 20-40  
(7-4) \_\_\_\_\_ over 40
5. Current marital status.  
(8-1) \_\_\_\_\_ single  
(8-2) \_\_\_\_\_ married
6. Do you have children?  
(9-1) \_\_\_\_\_ yes  
(9-2) \_\_\_\_\_ no  
\_\_\_\_\_ How many?
7. What is your (or if married, family) income?  
(10-1) \_\_\_\_\_ under \$5,000  
(10-2) \_\_\_\_\_ \$5,000-\$10,000  
(10-3) \_\_\_\_\_ \$10,000-\$15,000  
(10-4) \_\_\_\_\_ \$15,000-\$20,000  
(10-5) \_\_\_\_\_ over \$20,000
8. Education of your family. Check the last grade completed for each member.  

<u>Husband</u>	<u>Mother</u>	<u>Father</u>	
(11-1) _____	(12-1) _____	(13-1) _____	some high school or below
(11-2) _____	(12-2) _____	(13-2) _____	high school graduate
(11-3) _____	(12-3) _____	(13-3) _____	training beyond high school (vocational, etc.)
(11-4) _____	(12-4) _____	(13-4) _____	some college (1,2 or 3 years)
(11-5) _____	(12-5) _____	(13-5) _____	junior college graduate
(11-6) _____	(12-6) _____	(13-6) _____	4-year college graduate
(11-7) _____	(12-7) _____	(13-7) _____	post graduate work - master's
(11-8) _____	(12-8) _____	(13-8) _____	post graduate work - doctorate
9. Was an emphasis placed on electives in the project, to enrich your background for graduate study?  
(14-1) \_\_\_\_\_ yes  
(14-2) \_\_\_\_\_ no
10. Did you take advantage of electives during your senior year to pursue early graduate study?  
(15-1) \_\_\_\_\_ yes  
(15-2) \_\_\_\_\_ no
11. From what areas did you choose your electives?  
(16) \_\_\_\_\_ home economics  
(17) \_\_\_\_\_ arts and sciences  
(18) \_\_\_\_\_ agriculture  
(19) \_\_\_\_\_ architecture and design  
(20) \_\_\_\_\_ business administration  
(21) \_\_\_\_\_ education  
(22) \_\_\_\_\_ engineering
12. How many hours of electives did you take?  
(23-1) \_\_\_\_\_ none  
(23-2) \_\_\_\_\_ 1-6  
(23-3) \_\_\_\_\_ 7-12  
(23-4) \_\_\_\_\_ 12-20  
(23-5) \_\_\_\_\_ over 20
13. Were you satisfied with the personal contact and counseling provided?  
(24-1) \_\_\_\_\_ yes  
(24-2) \_\_\_\_\_ no
14. Did you initiate seeing an adviser on the graduate faculty?  
(25-1) \_\_\_\_\_ yes  
(25-2) \_\_\_\_\_ no
15. Was an adviser assigned to you?  
(26-1) \_\_\_\_\_ yes  
(26-2) \_\_\_\_\_ no
16. Would you prefer to have a graduate faculty adviser:  
(27-1) \_\_\_\_\_ assigned  
(27-2) \_\_\_\_\_ with whom you initiated contact  
(27-3) \_\_\_\_\_ no preference
17. How did you plan your academic program?  
(28) \_\_\_\_\_ with adviser  
(29) \_\_\_\_\_ graduate faculty member  
(30) \_\_\_\_\_ in Introduction to Home Economics  
(31) \_\_\_\_\_ with student adviser in Introduction to Home Economics  
(32) \_\_\_\_\_ without help
18. Were you encouraged to attend another university for one semester during your undergraduate career?  
(33-1) \_\_\_\_\_ yes  
(33-2) \_\_\_\_\_ no
19. Were you encouraged to attend another university for graduate school?  
(34-1) \_\_\_\_\_ yes  
(34-2) \_\_\_\_\_ no
20. Would you have wanted to attend another school for either undergraduate or graduate school?  
(35-1) \_\_\_\_\_ yes  
(35-2) \_\_\_\_\_ no
21. Were you aware of that part of the project? (Attendance at another school)  
(36-1) \_\_\_\_\_ yes  
(36-2) \_\_\_\_\_ no

22. Would you like to see more or less emphasis placed on attendance elsewhere during undergraduate or graduate school?  
 (37-1) \_\_\_\_\_ more  
 (37-2) \_\_\_\_\_ less  
 (37-3) \_\_\_\_\_ no preference
23. Have you taken any courses for graduate credit since you earned your B.S.?  
 (38-1) \_\_\_\_\_ yes  
 (38-2) \_\_\_\_\_ no  
 \_\_\_\_\_ number of hours  
 \_\_\_\_\_ area of study
24. What is the highest educational level you have attained?  
 (39-1) \_\_\_\_\_ B.S.  
 (39-2) \_\_\_\_\_ dual bachelor's degree  
 (39-3) \_\_\_\_\_ M.S. or M.A.  
 (39-4) \_\_\_\_\_ Ph.D. or Ed.D.  
 (39-5) \_\_\_\_\_ other \_\_\_\_\_
25. What factor(s) influenced you to join the project?  
 (40) \_\_\_\_\_ prestige  
 (41) \_\_\_\_\_ honor  
 (42) \_\_\_\_\_ "looked good" on transcript or resume  
 (43) \_\_\_\_\_ friends were in it  
 (44) \_\_\_\_\_ encouragement by a faculty member  
 (45) \_\_\_\_\_ introductory meeting with Deans Hoffman and Hoeftlin  
 (46) \_\_\_\_\_ encouragement by parents/relative  
 (47) \_\_\_\_\_ other \_\_\_\_\_
26. Did the project influence you to continue toward graduate studies?  
 (48-1) \_\_\_\_\_ yes  
 (48-2) \_\_\_\_\_ no  
 How? \_\_\_\_\_
27. If the project did not influence you to continue, and you have continued, what factor(s) influenced your decision?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
28. If you did not continue for an advanced degree, what factor(s) influenced your decision?  
 (50) \_\_\_\_\_ marriage  
 (51) \_\_\_\_\_ family  
 (52) \_\_\_\_\_ finances  
 (53) \_\_\_\_\_ career  
 (54) \_\_\_\_\_ other \_\_\_\_\_
29. What is the highest educational level you have planned?  
 (55-1) \_\_\_\_\_ B.S. or B.A.  
 (55-2) \_\_\_\_\_ dual bachelor's degree  
 (55-3) \_\_\_\_\_ M.S. or M.A.  
 (55-4) \_\_\_\_\_ Ph.D. or Ed.D.  
 (55-5) \_\_\_\_\_ other \_\_\_\_\_
30. If you have obtained an advanced degree(s), please name the institution and degree(s).  
 \_\_\_\_\_  
 \_\_\_\_\_
31. Is your career related to your major in college?  
 (57-1) \_\_\_\_\_ yes  
 (57-2) \_\_\_\_\_ no
32. If working, are you satisfied with your career?  
 (58-1) \_\_\_\_\_ yes  
 (58-2) \_\_\_\_\_ no
33. If you're not satisfied, what would you like to do?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
34. If employed, describe your job.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
35. If married, what is your husband's employment?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
36. How is (was) your education financed?  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
37. What were your future goals as a freshman? Describe.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_
38. What were your future goals as a senior? Describe.  
 \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

39. Did the Advanced Degrees Project affect those goals?

(65-1) \_\_\_\_\_ yes

(65-2) \_\_\_\_\_ no

How? \_\_\_\_\_

40. Have your goals changed since college?

(66-1) \_\_\_\_\_ yes

(66-2) \_\_\_\_\_ no

How? \_\_\_\_\_

41. How can the program be improved in the following areas?

(a) Responsiveness to the needs of the students. \_\_\_\_\_

(b) Personalization of the program to each student's individual needs. \_\_\_\_\_

(c) Requirements for joining or staying in the program-do they need to be changed? \_\_\_\_\_

42. Do you have suggestions concerning counseling in the program? Describe. \_\_\_\_\_

43. Do you have any general suggestions for improvement of the program? List and describe. \_\_\_\_\_

44. Additional comments. \_\_\_\_\_

May we have your area code and phone number to ask you additional suggestions concerning the Advanced Degrees Project? ( ) \_\_\_\_\_ - \_\_\_\_\_.

College of Home Economics  
Kansas State University

APPENDIX C

COMPUTER CODING CATEGORIES  
FOR OPEN-END QUESTIONS

COMPUTER CODING CATEGORIES  
FOR OPEN-END QUESTIONS

Question #26 Did the project influence you to continue toward graduate studies? How?

1. Started thinking toward graduate school, showed value of graduate education, presented opportunities available, influenced by contact with graduate faculty
2. Made graduate school obtainable goal, made person believe he/she had the capacity to earn graduate degree
3. Was in the program too late to be of any help, influenced without the program, no help at all
4. Reinforced graduate school idea, graduate study a previous goal
5. Other

Question #27 If the program did not influence you to continue, and you have continued, what factor(s) influenced your decision?

1. Prior goal before the program, own initiative a factor
2. Found need for further education, i.e. required for position, professional growth, a need to have current information
3. Encouraged by faculty or adviser
4. Encouraged by family
5. Change in goals (in school or out on job), change in career goals
6. Self-satisfaction
7. Availability of opportunity to continue
8. Other

Question #30 If you have obtained an advanced degree(s), please name the institution and degree(s).

1. Kansas State University- master's
2. Other- master's

3. Kansas State University- doctorate
4. Other- doctorate

Question #33 If you're not satisfied, what would you like to do?

1. Different job, more challenging job, advancement, job dissatisfaction
2. Desire further education
3. Marriage or family a factor before career
4. Would like a career more closely related to college major
5. Other

Question #34 If employed, describe your job.

1. Dietitian, foods and nutrition, food service
2. Teaching- college
3. Teaching- public/vocational, pre-elementary
4. Interior design, clothing and textiles
5. Extension, adult education, continuing education
6. Consumer services, social work
7. Business, retailing, management, industry
8. Other

Question #35 Not coded.

Question #36 How is (was) your education financed?

1. Parents
2. Scholarships
3. Loans
4. Part-time employment (part-time, work-study, summer jobs)

5. Spouse
6. Assistantship and/or fellowship
7. Savings
8. Grants
9. Other

Question #37 What were your future goals as a freshman?  
Describe.

1. Bachelor's degree
2. Become a home economics teacher
3. Marriage, family
4. Finish freshman year
5. Home economics related career
6. Career not related to home economics
7. A career, not sure
8. Graduate school
9. Other

Question #38 What were your future goals as a senior?  
Describe.

1. Become a home economics teacher
2. Graduate school
3. Same as freshman goals
4. Find a job, be a professional in home economics
5. Obtain experience and then return to school
6. Combine career and marriage (family)
7. Marriage
8. Graduate
9. Expanded goals

10. Other

Question #39 Did the Advanced Degrees Program affect those goals? How?

1. Wish to continue career after family responsibilities have been reduced
2. Influenced to continue immediately after obtaining bachelor's degree, obtain advanced degree(s) rather than stopping with a bachelor's degree, motivated thinking toward graduate study
3. Helped formulate personal goals, career goals, options
4. Not in program long enough to help, did not affect goals
5. Other factors influenced, i.e. faculty, field experiences, peers, already had graduate credit
6. Other

Question #40 Have your goals changed since college? How?

1. Have not changed, just postponed because of family, location, etc.
2. Have become more broadened, professional, "set"
3. Realistic or changed after work experiences
4. Undecided because opportunity not available, location, etc.
5. Combine career and marriage
6. Less career oriented and more family oriented
7. Graduate school now in plans- want degree, have degree, or working toward an advanced degree
8. Other

Question #41 a. How can the program be improved in terms of responsiveness to the needs of the students?

1. Faculty advisers who can be close and relate to students, better counseling, advisers who are aware of graduate school and the program, close contact and direction, group and individual counseling



2. A flexible program including transfer students and returning students is needed
3. Develop graduate study plans or alternatives with students, evaluate plans with students
4. Questionnaires or tests to determine interests
5. Continue to give a good explanation of the program, emphasize financing an advanced degree
6. Group meetings, seminars, programs involving professional home economists outside the academic area
7. Make students aware of the job market, be honest and realistic about working conditions
8. Visibility, publicity, follow-up of members
9. Other

Question #41 b. Personalization of the program to each student's individual needs.

1. Develop objectives, graduate study plans and goals with members
2. Have information available concerning related fields, options, and different universities for graduate study
3. Individual counseling with graduate adviser, contact the students more than once a year
4. Career testing, practical experience, career counseling
5. A commitment from students and/or faculty
6. Determine needs, interests of members
7. Other

Question #41 c. Requirements for joining or staying in the program- do they need to be changed?

1. No, requirements do not need to be changed
2. Do not remember requirements, unfamiliar
3. Include students who wish to be in the program, lower requirements, students who do not have the necessary academic standing may become motivated

4. Stress or raise standards because of grade inflation, requirements too low, require active student participation, emphasize the honorary aspect of the program
5. Emphasize graduate study while an undergraduate, require at least one graduate course while an undergraduate
6. Other

Question #42 Do you have suggestions concerning counseling in the program? Describe.

1. Emphasize long-term goals, career planning
2. Use of upperclassmen and/or graduate students
3. Assign advisers to program members
4. Individual counseling, advisers readily available, advisers aware of graduate study opportunities and the Advanced Degrees Program
5. Group sessions with faculty and students
6. Thorough explanation of the program, publicize information concerning fellowships, assistantships, other graduate schools and programs available
7. Other

Question #43 Do you have any general suggestions for improvement of the program? List and describe.

1. Do not remember much about the program, not really a part of it
2. Add speakers outside the academic area, and include graduate students as resource persons
3. Need communication, publicize the program, follow-up and encouragement for members
4. Meetings, seminars, discussions more than once a year
5. Personal contact with other members, advisers, graduate faculty
6. Emphasize work experience before starting graduate study
7. Program needs to be developed to include transfer and returning students

8. Stress awareness of the research aspect of graduate study, possibly involve undergraduates with individual projects or on-going research within the college
9. Other

Question #44 Additional comments.

Not coded.

APPENDIX D  
SELECTED STUDENT COMMENTS

SELECTED STUDENT COMMENTS  
CONCERNING THE ADVANCED DEGREES PROGRAM

Answers to Question 44 (additional comments) were not compiled and analyzed with the other open-end questions. Randomly selected responses to the question, not identifying former members, are divided according to membership year.

Edited Comments by 1964-66 Members

I have difficulty remembering some of the details of this program. I felt great conflict as a senior because all my advisers were single career women and I was not sure that I could be a career woman and a homemaker.

To be perfectly frank, I do not remember what things I did in the Advanced Degrees Project very well. I do think this project lets the student know and work more closely with faculty members, who had a very positive influence on me. I had not seriously considered graduate work until after I joined the Advanced Degrees Project.

I was grateful to be in the program because it enabled me to have more confidence in my self and my abilities. It was the major influence on my decision to pursue my M.S. immediately after obtaining my B.S.

I think the general exposure to M.S. or M. A. programs is good. I have been impressed just hearing Dr. Hoffman and Dr. Hoeflin give a good, inspiring talk.

The program was an eye-opener for me and gave me encouragement to consider an advanced degree. The desire for an advanced degree gained from the program was lasting. Before my current employment developed, I was seriously considering pursuing an advanced degree. Should my employment status change, I probably would consider graduate studies again.

Dean Hoffman's enthusiasm for education and home economics had a great personal impact for me. My mother accompanied me to a luncheon for the students selected and this was quite significant. . .

Realistic counseling for students is needed to determine if an advanced degree is really necessary for the career objectives. An advanced degree for a woman is really unnec-

essary for her unless she plans to remain in the academic world. For the business world, the only degree I would consider is an MBA, but only if I could determine that it would improve my employment opportunities. Otherwise, it would not be worth the cost. . . .

#### Edited Comments by 1973 Members

It seemed like the only contact received (or known about) was the annual tea.

I think the program could use some better objectives and a better defined purpose. I still do not know how it was to function. I do not think my adviser knew I was in the program.

I felt the program was adequate for my goals at that time. No one could have known how my life changed later, so I feel that had I stayed at K-State or had gone to a city which had a university which offered advanced degrees, I would have continued my education immediately upon graduating with a B.S.

The things I appreciated most about the program are the following: 1. The program informed my family and included them, and 2. I was exposed to more segments of home economics. I was a transfer student, so some of the questions on this questionnaire are hard to answer.

As a member of CUPID (Coordinated Undergraduate Program in Dietetics), I had little time and free electives to use towards a masters, especially since my entire senior year was spent off campus. In this situation, I found the Advanced Degrees Program of little value. In other fields, or even for dietitians with interest in public health nutrition or management, I'm sure the program would be of value.

The program probably can best be improved by good, enthusiastic advisers, both graduate Advanced Degree Program advisers and the undergraduate advisers.

I was not all that active in the project. I do not recall that there were any activities or meetings to participate in, except for the dinner or luncheon in the spring. I really did not feel a part of it.

I don't think the program was meaningful for me. I received lots of letters and written contact, but little 'person-to-person' contact with program leaders or others in the program.

The luncheon was a classy way to introduce new members (and parents) to the Dean, faculty, and the program, so I suggest you do not delete luncheons completely. Gathering members and faculty together occasionally (at least) for special seminars could encourage the students and make them feel more motivated.

I believe the Advanced Degrees Program is very advantageous in making above-average students aware of educational advancement and what they might do with it. Also, the project is very beneficial in helping students plan ahead.

Many students (such as myself) do not understand their needs until they have worked in their profession for a couple of years. One realizes how much there is to learn and how exciting it is to learn when one knows how it can be applied.

I probably would not have had the determination to make it thus far had it not been for the project. Graduate school has helped me realize that learning is a continuous process and I would have never known this fact had I only gone through an undergraduate program.

I realize that it's a big college and it should have been my initiative to look into the possibilities of graduate credit. I guess I might suggest that an adviser be assigned to each student. Contact the students, by mail or phone, to assess interest and pass on information. Perhaps this happened, but I don't remember. An interview with the adviser would have been very helpful.

I didn't know study at other universities was encouraged at the undergraduate level. I think it's important to encourage young students to believe that they are capable of getting advanced degrees. You may never know the total value of this program because it may be years before the participants fulfill any goals that they have made.

. . . The Advanced Degrees Program was only an honor and a luncheon to me. Did I miss something that was already developed at that time, or is it just now being changed?

Do more program work, i.e. guest speakers, etc. I was thrilled when I was asked to join the program and my parents made a 175 mile trip to be present for the day, so this was very exciting. I do not remember hearing much more about the program, except after the first initial contact.

As the program is set up now, the student may be encouraged to seek an advanced degree without really understanding the implications of that step. Classes that stimulate creative, theoretical thinking should be emphasized.

I personally feel that I have gained a lot of practical on-the-job knowledge that gives me a better perspective on my career. I am currently giving some very serious thought to returning to graduate school, as it is the only way for me to advance much above where I am now.

I have very few vivid memories, if any, of the program. Perhaps that in itself is a suggestion, more emphasis on the entire project. Also, more exposure to what truly is entailed when pursuing an advanced degree (e.g. thesis, non-thesis, etc.) is needed. I pursued an advanced degree and am very glad I did so, but it was really a last minute decision on my part.

Overall, I think the program is a good one. It's a good idea to get students interested when they're freshmen.

All that I can recall about the Advanced Degree Program was the luncheon and picture taking. Now I'm wondering what I missed. What is this Advanced Degrees Program, anyway?

Many times advisers and instructors have been away from the job world for so long, they are not aware of the job situation. Please deal with students realistically.

What is the possibility of involving students already pursuing advanced degrees? They could help to explain what graduate school is really like and important decisions (or corrections) they dealt with.



APPENDIX E

REPRINTS AND ADVANCED  
DEGREES PROGRAM BROCHURE

COLLEGE OF HOME ECONOMICS  
KANSAS STATE UNIVERSITY

Master's Degree Project

COLLEGE OF HOME ECONOMICS OFFERS



WOMEN A UNIQUE OPPORTUNITY

*Reprinted from K-STATES, March 1965  
Kansas State University, Manhattan*

# Master's Degree Project

COLLEGE OF HOME ECONOMICS OFFERS

WOMEN A UNIQUE OPPORTUNITY

"*WHAT OTHER UNIVERSITY has a program like this?*" asked a new home economics freshman this semester. When told the program is the only one of its kind in the U.S., the pert coed eagerly replied, "*Sounds great; I'll certainly spread the word.*"

And the word has been spreading among the coeds in the College of Home Economics and throughout the campus. Over 30 women are currently enrolled in the program this year. With the excellent response from current invitations, an additional 30 students should be enrolled by the end of the year.

The plan, called the Home Economics Master's Degree Project, began with a dream . . . an idea that evolved as a result of the realization that many capable young women just were not continuing their education. Although the demand for home economists with advanced degrees has increased at a startling rate, fewer women are actually entering into advanced graduate work.

"The Master's Degree Project recognizes that times have changed drastically," explains Dr. Doretta S. Hollman, dean of the College of Home Economics. "Young women need to obtain as much education as possible today, whether they work immediately following completion of their education or not. Do you realize that eight out of ten women will work as much as 25 or 30 years of their lives?" she asks. "We believe each young woman majoring in home economics needs to be academically and professionally prepared to enter the labor market with a feeling of confidence and assurance. The Advanced Degree Project answers that need," she says.

## Recent Beginning

In the spring of 1964, a number of outstanding students, who had demonstrated their ability for advanced graduate work, were selected to participate in the project for the first time. A printed invitation was sent to each girl which began, "You have the honor of being invited to become a member of the Home Economics Master's Degree Project at Kansas State University."

Parents also received invitations to attend, since they are most interested in their children's future careers. All were invited as guests at a luncheon on campus to hear about the new project and the many opportunities offered in the field of home economics today.

Out of 61 students invited, 35 came to the luncheon, and 28 signed an agreement to participate in the project. Each was assigned an adviser, a member of the graduate faculty. Through the coming years, the student and her adviser will work closely in planning the remainder of her undergraduate courses and her master's degree program. As part of her undergraduate curriculum, special emphasis is placed on electives to enrich her background and prepare her to move directly into advanced study after graduation. Under the program, the adviser also serves as a consultant as the student selects a major field of graduate study, considers the various universities offering advanced degrees, and makes application to the graduate school of her choice.

Through personal contact and counseling, the program is designed to encourage students to continue their education before taking that first job or initiating family responsibilities.

#### Selection Procedures Rigid

Selection starts with a faculty advisory committee reviewing students' records. Girls are selected on all levels, second semester freshmen, sophomores, juniors, and seniors, providing their grades are generally in the upper 10 per cent of each class.

"The unique portion of this program in student guidance probably lies in our identifying our potential graduate students early in their college careers," explains Dr. Ruth Hoellin, associate dean. "You know in today's competitive changing world, the bachelor's degree of today is actually on the same level as a high school diploma was yesterday. We feel that it is vitally important for our outstanding women to seriously consider advanced degrees as part of their total educational experience for future home economics careers."

Students are encouraged to attend another university to earn advanced degrees if they choose. Those women who decide on remaining at Kansas State are encouraged to spend at least one semester or a summer session at another university to broaden their educational perspectives.

"The enthusiastic response of both parents and students at this year's program and luncheon was most encouraging," remarked Dean Hoffman at the conclusion of the seminar. "We all have high hopes that these young women who join us now will continue on to graduate school and realize their life's ambitions in every respect."

# Stimulus to Graduate Study in Home Economics

Ruth Hoeflin and Doretta S. Hoffman

*Made in United States of America*  
Reprinted from JOURNAL OF HOME ECONOMICS  
Volume 35, No. 1, January 1960

## STIMULUS TO GRADUATE STUDY IN HOME ECONOMICS

RUTH HOEFLIN and DOBETTA S. HOFFMAN

Dr. Hoeflin is associate dean and Dr. Hoffman is dean of the College of Home Economics at Kansas State University.

ALL LEADERS in the home economics profession are aware of the overwhelming demands for additional personnel holding advanced degrees. All are aware that far too many women of superior ability do not continue their education. The College of Home Economics at Kansas State University has initiated an experimental approach to increase the number of home economists with advanced degrees.

Outstanding students in the College with demonstrated ability for advanced study were selected for the honor of participating in the Master's Degree Project. Their academic record indicated that they had the potential to become excellent graduate students.

Students invited were freshmen who had completed their first semester and had earned a 3.3 grade point average, sophomores 3.2, juniors 3.1, and seniors 3.0. The grade "A" is equivalent to 4 points. A printed invitation sent to each girl began, "You have the honor of being invited to become a member of The Home Economics Master's Degree Project." Each girl also received a brochure describing the objectives and plans of the project.

At the same time, parents received invitations stating, "Your daughter<sup>1</sup> has the honor of being invited to become a member of The Home Economics Master's Degree Project." Both parents and daughters were invited to be guests at a luncheon and program to learn about the project before students voluntarily made the decision to participate.

Parents were contacted because of their vital interest in helping their children realize their full potential. Most parents are not aware of the demand for home economists with advanced degrees, and many are not aware that only one additional year of study or the equivalent is required for a master's

<sup>1</sup> This particular semester none of the men majoring in the College of Home Economics had grade point averages to make him eligible.

degree. Parents usually finance all or part of the undergraduate work and no doubt are willing to assist for one more year. Even more important is the continuous encouragement of parents to their children as they prepare for their future.

#### STUDENTS WERE ENTHUSIASTIC

The students responded enthusiastically as indicated by their comments and by their joining the Project. In fact, one sophomore who had been invited to participate in this new venture asked, "What other university has a program like this?" When told, "None as far as anyone knows," she eagerly replied, "I'll certainly spread the word."

Each student is assigned an adviser who is a member of the graduate faculty and has been selected to work with students participating in the Project. Together the student and her adviser will plan the remainder of the undergraduate program and choose courses to enrich the student's background and prepare her to move directly into advanced study. The faculty adviser serves as a consultant when the student selects a major area for graduate study, considers the various universities offering advanced degrees in the chosen area, and makes application to the graduate school of her choice.

Each student has the opportunity to select the university at which she wishes to earn an advanced degree. Students who decide to study for their master's degree at Kansas State University will be encouraged to attend some other university during a semester of the junior year or during a summer session. Experiences gained in attending a different university, in meeting new faculty members, and in using different facilities can prove invaluable in the total growth of the individual student.

One eager sophomore, even before the day of the first program, came in to see what other university she could attend in her junior year. She had been to the registrar's office to read through the various catalogs as to offerings, costs, and academic programs. This aspect of the project appealed to her.

The enthusiastic response of both parents and students at the program and luncheon and the continued interest of the students who joined more

than justified the investment required to create the new venture. The initial undertaking seemed to be an unqualified success.

This project began because of an idea—and required not one new course, not one new faculty member, and not one new facility! The question is, of course, how many of these young women will actually continue on to graduate school. The faculty have high hopes that the results of the Home Economics Master's Degree Project at Kansas State University will be a step forward in activating the resolution of the American Home Economics Association to "... increase [the] number of home economists with advanced degrees."<sup>2</sup>

<sup>2</sup> Resolutions from the 1964 Annual Meeting: Need to increase number of home economists with advanced degrees. *J. Home Econ.* 56, No. 7 (Sept. 1964), p. 528.



THE COLLEGE OF HOME ECONOMICS

ADVANCED DEGREE  
PROGRAM

KANSAS STATE UNIVERSITY  
MANHATTAN, KANSAS

## The Home Economies Advanced Degree Program Kansas State University

The tremendous demand for home economists with doctor's degrees presents a golden opportunity to the outstanding home economies student. The challenge is to look beyond the bachelor's degree—to aim for advanced degrees, master's and doctor's. The College of Home Economies sponsors a program to encourage capable young people to change their goal in higher education from bachelor's to a master's and a doctor's degree to meet the demand for more graduate home economists. Outstanding students with demonstrated ability for advanced study are selected as early as second semester freshmen for the honor of participating in the Advanced Degree Program. The academic records of these students indicate that they have the potential to become excellent graduate students. With advanced degrees, these students can become the future leaders in the profession of home economics.

## The Demand for Home Economies with Advanced Degrees is Skyrocketing

Young people with master's or doctor's degrees have the key to a versatile future. Opportunities are unlimited for exciting careers. The professional and business worlds are searching for alert, dynamic young men and women with advanced study in home economics.

## A Graduate Degree—Steppingstone to a Bright Future

The bachelor's degree is one step forward, but it will soon have similar value to the high school diploma of only a few decades ago. The next major step for a rewarding future is graduate study. The goal of a master's degree is attained through an individualized program in a specialized field of the student's choice. The master's degree is the equivalent of

only one additional year of full time study or a minimum of 30 semester hours of graduate-level work.

With a Ph.D. opportunities are limitless for the graduate who is free to relocate. The Ph.D. program builds upon the student's master's degree program and usually represents an additional 30 to 40 credit hours of graduate-level coursework plus a dissertation.

## Role of Parents of Superior Students

Parents are vitally interested in helping their children realize their full potential. Sometimes, though, parents are not aware of the demand for home economists with advanced degrees . . . or that the time for a young person to obtain as much education as possible is NOW! Obviously if a student works toward a graduate degree immediately after the bachelor's degree, this means he or she will be doing advanced study before professional work experience.

Times have changed and the time is NOW for young people to obtain as much education as possible. This is especially true for women, whether they work immediately following the completion of their education or not. Nine out of ten women will work as much as 25 or 30 years of their lives. They need to be academically and professionally prepared to enter the labor market with a feeling of confidence and assurance.

## Criteria for Selection of Students

Students chosen for the honor of participating in the Advanced Degree Program are selected on the basis of their academic records. Students with cumulative grade point averages of 3.0 are considered. Superior home economies students are offered the opportunity to join the Program. No student is required to participate.

### How Will This Plan Work?

Each student in the Advanced Degree Program will receive information about members of the Graduate Faculty who have been selected to work with students participating in the Program. The student may choose to meet with a particular Graduate Faculty member to plan the remainder of his or her undergraduate and advanced degree programs. As part of a student's undergraduate curriculum, electives will be chosen to enrich his or her background with preparation to move directly into advanced study. The faculty member will serve as a consultant to the student in selecting a major field for graduate study, considering the various universities offering advanced degrees in the student's chosen field, and applying to a graduate school.

### Which University?

Each student will have an opportunity to select the university at which he or she wishes to earn an advanced degree. Some will wish to work toward advanced degrees at Kansas State University—some will choose to attend other universities for their graduate work. At K-State, master's degrees are offered in all areas of study within the field of home economics. Two different Doctor of Philosophy degrees are offered. One Ph.D. is in Foods and Nutrition, and the other is a Ph.D. in Home Economics offered on an interdepartmental basis by Clothing, Textiles and Interior Design; Family and Child Development; Family Economics; and Institutional Management.

COLLEGE OF HOME ECONOMICS  
KANSAS STATE UNIVERSITY  
MANHATTAN, KANSAS

ATTITUDES AND GOAL ACCOMPLISHMENTS OF STUDENTS  
IN THE COLLEGE OF HOME ECONOMICS ADVANCED DEGREES PROGRAM  
1964-66 AND 1973

by

BARBARA JO HIXSON

B.S., Kansas State University, 1976

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AN ABSTRACT OF A MASTER'S THESIS

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KANSAS STATE UNIVERSITY  
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Graduate study motivation and preparation have been principal goals of the Advanced Degrees Program in the College of Home Economics at Kansas State University since the program was initiated in 1964 as the Master's Degree Project. The title was changed to the Advanced Degrees Program in 1973 to reflect the growing need for home economists with doctorates as well as master's degrees. The first objective of this investigation was to examine the degree to which the goals of the original program were accomplished, which were to: (1) emphasize electives to enrich the student's background for graduate study, (2) provide personal contact and counseling, (3) encourage student members to attend another university sometime during their undergraduate career or for graduate school, and (4) increase the number of home economists with advanced degrees. The second objective of the study was to compare attitude changes, goal accomplishments, and suggestions for program improvement based on student membership during 1964-66 or 1973.

Student members during the years studied were located through alumni files and mailed a three page questionnaire. The available population of 298 was reduced to 280 because of inadequate replies, unusable replies, or former members could not be reached through the mail. A 69.3% (N=194) response rate was achieved through the initial and follow-up mailings of questionnaires. Closed response and open-end questions were formulated to measure the objectives of the investigation

and to collect background information about former participants.

Results for the total group revealed elective emphasis was perceived by approximately one-fourth of the respondents. Exactly 50% were satisfied with the contact and counseling provided. Under 10% of the members received encouragement to attend another school during their undergraduate career, whereas 35.9% perceived encouragement to attend graduate school elsewhere. Over one-third of the participants were influenced to continue toward graduate study by the program, whereas 26.8% believed the program influenced their college goals to include graduate work. Fifty-two former members have earned advanced degrees, with five former members holding doctoral degrees. Over one-half of the respondents had taken graduate courses since earning their bachelor's degree.

The two membership groups were compared by chi square tests. Participants in 1973 had a greater number ( $p < 0.01$ ) of elective hours than the early members because of curriculum changes. A larger proportion of 1964-66 members were encouraged to attend another school during their undergraduate career than 1973 members ( $p < 0.05$ ). Early participants had a greater percentage holding advanced degrees compared to later participants ( $p < 0.001$ ), because of the difference between the groups in time lapse since graduation. A comparison between the 1964-66 and 1973 groups showed the 1973 group had a smaller proportion ( $p < 0.01$ ) of members reporting college

goal changes to include advanced study relative to the program's influence.

Significant ( $p < 0.05$ ) differences also were exhibited between members with and without advanced degrees. More members with advanced degrees used electives to pursue graduate credit during their senior year than those holding only bachelor's degrees ( $p < 0.05$ ). Former members holding advanced degrees initiated contact more frequently with graduate advisers than did those without advanced degrees ( $p < 0.001$ ). The program influenced 51% of those with advanced degrees toward advanced training, compared to 27.7% of those holding bachelor's degrees ( $p < 0.01$ ). A greater percentage of participants earning advanced degrees had graduate school as a college senior goal than did members holding only bachelor's degrees ( $p < 0.01$ ). Nearly the same proportion in both groups started thinking about graduate study because of the program's influence.

Recommendations for improving the effectiveness of the program were delineated. The need for increased individual contact and counseling was listed most often by former members in four out of five areas of program improvement. A future longitudinal investigation was recommended to better ascertain the influence of the Advanced Degrees Program on educational goals and attainments of 1973 members, by allowing additional time since completion of the group's undergraduate careers.

